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ABSTRACT

The purpose of this study was to survey and analyze two census tracts of Salt Lake City proper, a residential area frequently referred to as Central City. This study was commissioned by Richard J. Rademacher, Director, Salt Lake City Public Library. A questionnaire was formulated through an analysis of other surveys at the conclusion of an extensive literature search. The questionnaires were randomly distributed to 250 residents of Central City. Of the total questionnaires distributed, 243 were retrieved, giving a total response of 98 per cent. The data were analyzed in several ways--cumulative comparisons, internal comparisons and national and local comparisons of similar surveys. Conclusions were made concerning social factors, reading patterns, and library use. Constructive suggestions were made which could be used as guidelines in future planning activities for the Central City area. Areas for further studies are suggested in order to give this survey more depth and meaning. Additional research is necessary in order to develop effective means of increasing public awareness and appreciation of the benefits to be obtained through the use of the library. (Author)

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A SURVEY AND ANALYSIS OF READING HABITS AND LIBRARY USE PATTERNS OF THE CENTRAL CITY RESIDENTS OF SALT LAKE CITY, UTAH

A Research Project
Submitted to the
Graduate Department of Library and Information Sciences
Brigham Young University
Provo, Utah

In Partial Fulfillment
of the Requirements of the
Master of Library Science Degree

by
Mark R. Freebairn
and
Rita Palmer
July 1, 1972

Approved:

Department Advisor______________________________Date__________

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TABLE OF CONTENTS

Chapter Page

I. INTRODUCTION 1

II. LITERATURE SEARCH 5

III. DATA COLLECTION 15

IV. ANALYSIS OF DEMOGRAPHIC DATA 19

V. ANALYSIS OF SOCIOLOGICAL FACTORS AS THEY RELATE TO READING AND LIBRARY-USE PATTERNS OF CENTRAL CITY 36

VI. CONCLUSIONS AND RECOMMENDATIONS 136

BIBLIOGRAPHY 143

APPENDICES 145

LIST OF TABLES

Table Page

1. Central City Residents by Race and Sex 20
2. Age Range of Central City Residents by Sex 20
3. Age of Central City Residents by Sex 22
4. Age of Central City Residents by Race 23
5. Age of Central City Residents by Ethnic Groups 23
6. Central City Residents by Race 24
7. Level of Education of Central City Residents 26
8. Level of Education of Central City Residents by Race 27
9. Level of Education of Central City Residents by Ethnic Groups 27
10. A Comparison of Levels of Education of Central City and Rose Park Respondents 30
11. Occupation of Residents in Central City by Sex 31
12. Occupation of Central City Residents by Race 32
13. Occupation of Central City Residents by Ethnic Groups . . . 32
14. Occupation of Central City Residents by Education 33
15. Marital Status of Central City Residents 34
16. Reasons for Reading by Sex 37
17. Reasons for Reading by Race 38
18. Reasons for Reading by Ethnic Groups 38
19. Reasons for Reading by Age 39
20. Reasons for Reading by Education 40
21. Reasons for Reading by Occupation 40

22. Frequency of Reading Compared with Form of Reading Material 42

23. Frequency of Reading Compared with Form of Reading Material by Sex 43

24. Frequency of Reading Compared with Form of Reading Material by Race 44

25. Frequency of Reading Compared with Form of Reading Material by Ethnic Groups 44

26. Frequency of Newspaper Reading by Age 45

27. Frequency of Magazine Reading by Age 46

28. Frequency of Hardcover Book Reading by Age 47

29. Frequency of Paperback Book Reading by Age 48

30. Frequency of Comic Book Reading by Age 49

31. Frequency of Newspaper Reading by Education 51

32. Frequency of Magazine Reading by Education 52

33. Frequency of Hardcover Book Reading by Education 53

34. Frequency of Paperback Book Reading by Education 54

35. Frequency of Comic Book Reading by Education 55

36. Frequency of Newspaper Reading by Occupation 56

37. Frequency of Magazine Reading by Occupation 57

38. Frequency of Hardcover Book Reading by Occupation 58

39. Frequency of Paperback Book Reading by Occupation 59

40. Frequency of Comic Book Reading by Occupation 60

41. Comparison of Number of Books Read in Central City and a United States Survey 61

42. Number of Books Read During Past Eight Months by Sex . . . 62

43. Number of Books Read During Past Eight Months by Race . . 63

44. Number of Books Read During Past Eight Months by Ethnic Groups 63

45. Number of Books Read During Past Eight Months by Age . . . 64
46. Number of Books Read During Past Eight Months by Education . . . 65
47. Number of Books Read During Past Eight Months by Occupation . . . 65
48. Subject Variety Enjoyed by Sex . . . 66
49. Subject Variety Enjoyed by Race . . . 67
50. Subject Variety Enjoyed by Ethnic Groups . . . 67
51. Subject Variety Enjoyed by Age . . . 68
52. Subject Variety Enjoyed by Education . . . 69
53. Subject Variety Enjoyed by Occupation . . . 70
54. Source of Reading Material by Sex . . . 72
55. Source of Reading Material by Race . . . 73
56. Source of Reading Material by Ethnic Groups . . . 73
57. Source of Reading Material by Age . . . 74
58. Source of Reading Material by Education . . . 75
59. Source of Reading Material by Occupation . . . 75
60. Library Card Possession by Sex . . . 77
61. Library Card Possession by Race . . . 78
62. Library Card Possession by Ethnic Groups . . . 78
63. Library Card Possession by Age . . . 79
64. Library Card Possession by Education . . . 80
65. Library Card Possession by Occupation . . . 80
66. Frequency of Library Use Within a Twelve-Month Period by Sex . . . 82
67. Frequency of Library Use Within a Twelve-Month Period by Race . . . 83
68. Frequency of Library Use Within a Twelve-Month Period by Ethnic Groups . . . 83

69. Frequency of Library Use Within a Twelve-Month Period by Age 85

70. Frequency of Library Use Within a Twelve-Month Period by Education 86

71. Frequency of Library Use Within a Twelve-Month Period by Occupation 86

72. Comparison of Library Card Possession with Frequency of Library Use 88

73. Reasons for Non-Use of Library by Sex 89

74. Reasons for Non-Use of Library by Race 90

75. Reasons for Non-Use of Library by Ethnic Groups 91

76. Reasons for Non-Use of Library by Age 92

77. Reasons for Non-Use of Library by Education 93

78. Reasons for Non-Use of Library by Occupation 94

79. Library Services Used by Sex 95

80. Library Services Used by Race 96

81. Library Services Used by Ethnic Groups 97

82. Library Services Used by Age 98

83. Library Services Used by Education 99

84. Library Services Used by Occupation 100

85. Libraries Used in a Year by Sex 102

86. Libraries Used in a Year by Race 103

87. Libraries Used in a Year by Ethnic Groups 103

88. Libraries Used in a Year by Age 104

89. Libraries Used in a Year by Education 105

90. Libraries Used in a Year by Occupation 105

91. Awareness of Publicity about the Salt Lake City Public Library by Sex 106

92. Awareness of Publicity about the Salt Lake City Public Library by Race 107

7

93. Awareness of Publicity about the Salt Lake City Public Library by Ethnic Groups 107

94. Awareness of Publicity about the Salt Lake City Public Library by Age 108

95. Awareness of Publicity about the Salt Lake City Public Library by Education 109

96. Awareness of Publicity about the Salt Lake City Public Library by Occupation 109

97. Non-English Languages Read by Sex 111

98. Non-English Languages Read by Race 112

99. Non-English Languages Read by Ethnic Groups 112

100. Non-English Languages Read by Age 113

101. Non-English Languages Read by Education 114

102. Non-English Languages Read by Occupation 114

103. Non-English Books Read in a Year by Sex 115

104. Non-English Books Read in a Year by Race 116

105. Non-English Books Read in a Year by Ethnic Groups 116

106. Non-English Books Read in a Year by Age 117

107. Non-English Books Read in a Year by Education 118

108. Non-English Books Read in a Year by Occupation 118

109. Source of Non-English Materials by Sex 119

110. Source of Non-English Materials by Race 120

111. Source of Non-English Materials by Ethnic Groups 120

112. Source of Non-English Materials by Age 121

113. Source of Non-English Materials by Education 122

114. Source of Non-English Materials by Occupation 122

115. Magazines Read Regularly 123

116. Respondents who had Children 125

117. Respondents who had Children by Race 126

118. Respondents who had Children by Ethnic Groups 126
119. Number of Children of the Respondents by Race and Age . . 127
120. Attendance of Children at Story-Hour by Sex 128
121. Reasons Children do not Attend Story-Hour by Sex 129
122. Reasons Children do not Attend Story-Hour by Race 130
123. Reasons Children do not Attend Story-Hour by Ethnic Groups 131
124. Story-Hour Preference by Time and Day 132
125. Number of Respondents Checking Books Out to Read to Pre-Schoolers 133
126. Participation in Library Summer Reading Program 133

LIST OF ILLUSTRATIONS

Figure Page

1. A Comparison of Levels of Education of Central City and Rose Park Respondents 30

CHAPTER I

INTRODUCTION

This study is partial fulfillment of course requirements for a Library Science Research Class, 697R. The thrust for this study grew out of a conversation with Mr. Richard J. Rademacher, Director of the Salt Lake Public Library. The question arose as to what the library administration was currently doing to provide library services for minority groups in the Central City community. The Library had no program specifically designed to reach minority groups. It was felt that in order to determine the best approach to involve the minority groups, knowledge about specific characteristics of the community should be obtained so that a program could be constructed and a plan of action devised to reach this particular group. The end result of the conversation was a decision to construct and administer a community survey to aid Mr. Rademacher in his future planning functions.

It was hypothesized that the Salt Lake Public Library was offering inadequate service to the minority groups in Salt Lake City. Thus, one purpose of the study was to determine whether the hypothesis stated above was valid. Another purpose of the project was to obtain an accurate picture of a particular community so that the Salt Lake Public Library could tailor a program to improve service to that group of residents. A third purpose was to determine how closely the Library's total program correlated with present and projected needs of library patrons and potential clientele.

Public libraries are not islands, and the success of the library enterprise depends upon the sustaining support of the public; this is critical in a time of significant social upheaval and rapid change.

Central to the purpose of this field project was the collection of basic demographic data about the community's reading patterns and library use. The study will assess the reading habits and library-use patterns of a specific geographical region of the Salt Lake City community located near the library and commonly known as "Central City. The section of the city studied includes the area between State Street and Seventh East, and from Fifth South to Ninth South. See detailed map marked Appendix B.

The responses obtained can go into the data bank at the Salt Lake Public Library and can be synthesized with results available from previous studies. This could facilitate construction of an outreach program which could be used to stimulate and encourage increased utilization of library facilities by the residents of Central City.

Delimitations of the Study

As with most studies, the study was limited to an analysis of a random sample of a whole, and does not contain a highly detailed evaluation of occupation or race. Race is merely put into four basic categories: white, Mexicano, black and other. Because only two of the census tracts were surveyed, the information is only indicative of that particular area. The investigators contacted the University of Utah Bureau of Economic Research for a copy of the United States Census statistical data for the Central City area.

Methods and Procedures

Method of Surveying - The survey was taken by multiphase sampling in which all of the sample answered some of the questions and a number of the respondents answered additional questions if they had children and/or were proficient in a non-English language.

The Instrument - A questionnaire employing open and closed questions was used to provide much of the information for the study. See Appendix A.

Collection of Data - A questionnaire which was prepared by the investigators was submitted to fifteen professional librarians at Brigham Young University and Mr. Rademacher, Director of the Salt Lake Public Library, for evaluation and revision. Some basic information for the area surveyed was obtained from the 1970 U. S. Census. The review of the related literature was done to provide functional appropriateness to the proper treatment of the data and to develop a background of insight pertinent to the problem.

Compiling and Analyzing the Data - The information collected is compiled and analyzed herein in written form. Percentages are the statistical unit of measurement used in this study. Methods recommended for future improvements are indicated in Chapter VI, Conclusions and Recommendations.

Definition of Terms

Central City - This label is used to designate that area of Salt Lake City from which the sample for this study was taken. More specifically, it covers U. S. Census tract areas number 20 and number 23.

Sociological Factors - This term is used to represent such social influences as education, occupation, sex, race, age, and marital status.

Mexicano - No distinction is made between the Spanish-American, Mexican-American or Mexican people in Central City. The term has been used inclusive of these groups. Rudy Acuna, in his A Mexican-American Chronical, explains the origin of this term and its preference by the people themselves.[1]

Knowledge Carrier - This term is used to represent educational media in all of its varied forms.

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[1] Rudy Acuna, A Mexican-American Chronical (New York: American Book Company, 1967), p. 3.

CHAPTER II

LITERATURE SEARCH

The library, as viewed by the writers of this study, is symbol and servant of the cultures of mankind, and exists for society's benefit in conserving and organizing human knowledge. The library must function in response to the needs of the whole community as an educational resource center. As such, it must be operated in close association with other agencies of education within the community. An informed educational system must take into account current issues at local, national and international levels as well as issues of the past already recorded. The specific purpose of the library is to supply knowledge carriers (materials) that meet human needs and tastes and which may develop the capacities of individual minds. In selecting materials for a library, it is essential for the librarian to know the general characteristics of his patrons. Only when he meets their needs and interests is the role of librarian fulfilled and maximum library service extended to the public.

At a time when population has shifted radically in virtually every older city center, the public library has essentially retained its cultural orientation to the middle class, resulting in a concept of client service which corresponds with the tastes and values of a middle-class clientele that often is no longer present.[1] Due to population growth and shifts in distribution, metropolitan areas change in composition and physical structure. Philip Hauser, Dean of the Graduate Library School of the University of Chicago, pointed this out in his publication "Community Developments and their Effect on Library Planning." He noted that library-use patterns of blacks, foreign-born individuals, and other minority groups have completely changed. He feels that one of the major reasons libraries fail to operate at maximum service potential is that library administrators fail to accurately analyze changing profiles of the communities, neglecting to consider all the unique and identifying characteristics as they are altered by time; that the way the community develops should affect library planning.[1]

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[1] Mary Lee Bundy and Paul Wasserman, "Professionalism Reconsidered," College and Research Libraries, XXIX (January, 1968), 13.

Surprisingly enough, because of re-development and technological improvements, it has recently been the trend in many cities for older citizens to move back into the city center for the sake of convenience. The city is changing in other ways as well. Gains in educational accomplishments and occupational structure will and should have their effect on the number and kinds of library materials required to meet the needs of library patrons during the next two decades.[2] Peter Hiatt, a professor at the Indiana University Department of Library Science, did research for his dissertation on public and branch libraries for adults of low education. His study examines some of the new problems public libraries are now facing, including the problem of tailoring services to a shifting population's needs. Also mentioned is the problem of the large proportion of adults with low education in the city and the fact that they make little, if any, use of books and libraries. In the community survey Hiatt conducted it was found that when the library adapted its services more to its community, library-use increased.[1]

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[1] Philip M. Hauser, "Community Developments and their Effect on Library Planning," Library Quarterly, XXVII (October, 1957), 255-266.

[2] Emerson Greenaway, "Large Public Libraries," Library Trends, X (October, 1961), 123.

Leonard Grundt, now in the Department of Library Science at Nassau Community College in Garden City, New York, states that library administrators have been forced to "reconsider their objectives and programs because of the growth of the city and the decline of the central city as the population shifts and changes."[2] Mary Lee Bundy, Professor in the Graduate School of Library and Information Services at the University of Maryland, in an article on public library use, states that while the culture in which libraries function has dramatically altered, the public library has stood still, caught in the strait jacket of its traditional view of itself and the world. She claims that libraries have not changed with the times and if they do not soon stop and re-assess their basic commitments and purposes for existence, "the institution will atrophy further and ultimately remain as only a vestigial souvenir of another age."[3]

Studies have been done on the problem of library effectiveness. The first major library survey in the United States was administered in 1924 by the American Library Association. Questionnaires were sent to 3,034 libraries with 49.5 per cent return. The study surveyed the characteristics of libraries and described their practices, but no attempt was made to evaluate or criticize the findings.[1] Another early study, conducted by Douglas Waples and Ralph W. Tyler and published under the title What People Want to Read About, attempted to determine what people would like to read about, not what they actually did read. A person's reading interests may or may not find expression in actual reading.[2] James Howard Wellard, of the University of Chicago Library and author of Book Selection: its Principles and Practice, felt that a major problem was objectively examining what people read. To examine what people read, all classes of the community must be investigated and classified into categories of sex, education, occupation and age, for it has long been known that "similarity of material conditions is paralleled by similarity of interests, reading interests included."[3]

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[1] Peter Hiatt, "Public Library Branch Services for Adults of Low Education" (unpublished Ph.D. dissertation, Rutgers University, 1963).

[2] Leonard Grundt, "An Investigation to Determine the Most Efficient Pattern for Providing Public Library Service to all Residents of a Typical Large City" (unpublished Ph.D. dissertation, Rutgers University, 1965), p. 1.

[3] Mary Lee Bundy, "Factors Influencing Public Library Use," Wilson Library Bulletin, XLII (December, 1967), 382.

According to James Howard Wellard, the community study is both scientific and social, that is, a method for the scientific study of a social phenomenon.[4] If the library is to be esteemed as a valuable social institution, then any means employed to appraise its effectiveness are meritorious. Professor Leon Carnovsky of the University of Chicago Graduate Library Science Department presented a paper on library science before the Library Institute of the University of Chicago in 1938, in which he explained that the concept of measurement is certainly not new in library service since it dates back to the beginning of recorded information.[1] In writing on evaluation of library service, David Jolly of the Stephans College Library in Columbia, Missouri, concludes that evaluation of social institutions is not only praiseworthy but is a necessity in order to insure efficiency and effectiveness of operation. Mr. Jolly claims that one reason that research on evaluation of the library has not been done by the librarian is in part because of fear of the results, that perhaps the library is not really serving the community as it should. Now, however, others from various fields of study are starting to examine and evaluate library functions as those of a social institution. Political scientists and sociologists are studying it more objectively than ever in relation to the cultural, social patterns evidenced in community life.[2]

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[1] American Library Association, A Survey of Libraries in the United States, Vol. I (Chicago: American Library Association, 1926), 10.

[2] Lester Asheim, "What Do Adults Read?" Adult Reading (Chicago: National Society for the Study of Education, Committee on Adult Reading, 1956), p. 7, citing What People Want to Read About.

[3] James Howard Wellard, Book Selection, its Principles and Practice (London: Grafton, 1937), p. 123.

[4] Ibid., p. 120.

A literature search conducted for The Public Library Inquiry, including items published from 1930 to 1947 on the subject of library surveys, was conducted by Bernard Berelson, who was Dean of the Graduate Library School at the University of Chicago at the time of the research; the findings were included in The Library's Public.[3] His study dealt with characteristics of library users and excluded non-users. He discussed age, education, sex, occupation, economic level, race and their impact on usage of the library facilities. His conclusion was that education was the most important single factor in determining use of library services: the more education one has, the more one uses the library.[1]

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[1] Leon Carnovsky, "Measurements in Library Service," Current Issues in Library Administration, ed. by Carleton B. Joeckel (Chicago: University of Chicago Press, 1939), p. 240.

[2] David Jolly, "Evaluation of Library Service," Wilson Library Bulletin, XIV (December, 1939), 297-299.

[3] Bernard Berelson, The Library's Public (New York: Columbia University Press, 1949), p. 50.

The second major survey was conducted in 1950. It was made to determine if libraries were achieving their goals and to appraise their contributions to society. It was under the chairmanship of Robert D. Leigh, Dean of the Columbia University School of Library Services, and the results were measured in social and cultural terms by social scientists as to the extent of actual and potential contribution to American life.[2]

Writing in the Journal of Social Psychology, Garry Austin begins his article "Non-Fiction Best Sellers" by looking at Alice Payne Hackett's work Fifty Years of Best Sellers. He found that what people read was closely related to the social/cultural climate of the times. For example, during the depression years and the chaotic times following World War II, books of inspirational and adjustment character increased in popularity. During the same periods there was also a rise in the circulation of entertainment books.[3] Where one person will react by turning to inspiration, another will turn to diversional escapist literature to withdraw from the turmoil of the times. Adult reading will center around habits, opinions and interests. Women are likely to read subject matter pertaining to everyday life, realistic people in realistic situations. Subjects read most by women appear to be fashion, romance, homemaking and child rearing. Men turn to business, politics, sports, science and history. This does not necessarily reflect a higher seriousness on the part of male readers, but rather indicates the greater immediacy of men to these subjects. Generally, it can be said that people will read of people like themselves or of people whom they would like to model themselves after, and of problems and situations with which they can readily identify. John Siddall, a former editor of The American Magazine, has said: "The most interesting thing to a man is himself and the next most interesting thing is another human being in his image and likeness"[1]--one who has overcome the same problems that the person is now facing.

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[1] Ibid.

[2] Robert D. Leigh, The Public Library in the United States: The General Report of the Public Library Inquiry (New York: Columbia University Press, 1950), p. 13.

[3] Garry R. Austin, "Non-Fiction Best Sellers," Journal of Social Psychology, XXXVIII (August, 1953), 141.

Maurice F. Tauber, Melvil Dewey Professor of Library Science at Columbia University, prepared a study of library surveys for the American Library Association. He concluded that many surveys have been done to discover the various reading habits and library-use patterns of the population, but most are either unpublished, or printed in limited copies and are therefore hard to locate for analysis and comparison.[2]

Emerson Greenaway, Director of the Free Library of Philadelphia, in an article on large public libraries, states that a significant and baffling problem facing the librarians of larger cities is the non-use of libraries by the largest per cent of the population. Little has been done in the way of effective research concerning the potential use of libraries by non-users, and more attention should be given to the problem.[3]

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[1] Raymond A. Robinson, "Fact and Fiction in Magazine Reading," The Writer, LXVI (June, 1953), 181.

[2] Maurice F. Tauber, "A Survey of Library Surveys," Library Journal, LXXXVI (April 1, 1961), 1351.

[3] Emerson Greenaway, "Large Public Libraries," p. 125.

On the use of libraries by frequent patrons, however, Elizabeth Warner Mc Elroy, author of "Subject Variety in Adult Reading: Characteristics of Readers of Ten Categories of Books" which appeared in Library Quarterly, made a study in 1965 to determine the subject variety of adult reading. The findings were analyzed as to the impact of various sociological factors such as education, sex, economic status, and age, and how they affected what people read. The following conclusions are drawn from the data presented in her study. Those persons with a high level of education tend to read plays and poetry, social science and history; the least educated read mysteries and religion most frequently. Mysteries are read equally by men and women. Women prefer fiction, plays, poetry, religion and health while men prefer books on social science, self-improvement and science. Persons of higher income prefer social science and are the least likely to read fiction, mysteries and religious books. Those with low income read more plays, poetry and religion, avoiding science, social science, self-improvement, sports and hobbies. Age appears to have only a slight effect on reading interests in these findings by Mrs. Mc Elroy.[1]

Much has been discovered about personal reading habits and public library-use patterns through the use of public survey research. Studies which have been conducted especially since the 1920's have helped librarians plan soundly and make their projective estimations for the future more than a guess. The statistical approach has provided quantitative expressions of observed phenomena which more readily lend themselves to analytical purposes.[1] If the reading needs and interests of a group can be discovered and charted, both actual and potential, the library will be materially nearer to a well-regulated system of book selection.[2] The book, The Community Survey, co-authored by Arthur T. Allen and Dorothy Seaberg of the Brooklyn College Department of Education, explains the usefulness of community surveys as a help in sharpening the relationship between the community needs and community institutions. Allen and Seaberg feel that an understanding of the relationship between the current social situation and future planning is not only necessary, but should be fostered.[3]

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[1] Elizabeth Warner Mc Elroy, "Subject Variety in Adult Reading: Characteristics of Readers of Ten Categories of Books," Library Quarterly, XXXVIII (July, 1968), 262.

An example of a useful survey to determine patron needs came in 1968 when Duke University, in conjunction with the R. R. Bowker Company and members of the National Commission on Libraries and Information Science, conducted a nation-wide survey. Their purpose was to discover sociological characteristics of users and potential users such as race, age, marital status and education. They found that single people are more frequent users of the library than married people, and that whites are more frequent library users than blacks. They concluded, however, that this was the case because of education and the non-availability of libraries in many Negro communities. They also found that the heaviest use came from people from the middle socio-economic class and more tended to be young people. Findings from this survey were published in a book entitled Libraries at Large; this is an excellent reference source for information on recent studies on our public libraries.[1] In a published study, Library Response to Urban Change: A Study of the Chicago Public Library, it should be noted that color or race did not determine library use directly; education level was, however, the determining factor. Moreover, a survey of the social characteristics of the community served by the library is the foundation of planning for future library services.[2]

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[1] American Library Association, Library Statistics: a Handbook of Concepts, Definitions (Chicago: American Library Association, 1966), pp. 1-4.

[2] Arthur T. Allen and Dorothy I. Seaberg, "The Community Survey: A Neglected Learning Tool," The Record, XXVIII (November, 1967), 163.

[3] Ibid., pp. 159-163.

Mammoth changes have taken place in our communities, but there appear to be no magical conclusions upon which to build a model library system.[3] Surveys are an indispensable tool in determining library problems and patron needs, but the work cannot stop there. Surveys are merely an indicator that new plans must be formulated and former methods altered to cope with new challenges. After the surveys are run and analyses done, the real task lies in implementing new policies.

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[1] Douglas M. Knight and Shipley E. Nourse, Libraries at Large (New York: Bowker, 1969), pp. 59-79.

[2] Lowell A. Martin, Library Response to Urban Change: A Study of the Chicago Public Library (Chicago: American Library Association, 1969), p. 1.

[3] John Eastlick, ed., The Changing Environment of Libraries, papers delivered at 1970-71 Colloquium Series, Graduate School of Librarianship, University of Denver (Chicago: American Library Association, 1971).

CHAPTER III

DATA COLLECTION

The initial problem was to construct and test a questionnaire from which valid results could be obtained. In the preliminary study, a literature search on how to conduct a community survey was done, and decisions on areas and variables which would best prove the hypothesis were made. The variables were: size and characteristics of the population, racial composition, level of education, reading habits, subject areas read, how regularly particular types of material were read, and sources of reading matter. Of special interest was discerning which racial groups took advantage of the services provided by the Salt Lake Public Library. A list of questions regarding use of the library and providing information on the selected variables was then formulated.

A pretest of the questionnaire involved fifteen full-time faculty members of the Brigham Young University Library who had master's degrees in Library Science, and Mr. Richard J. Rademacher, Director of the Salt Lake Public Library. These individuals were selected to participate in the pretest because of their knowledge of libraries and insight as to the type of information that would be essential in setting up a program to improve library service. By testing the questionnaire on this select group of individuals, it was possible to eliminate or change faulty, imprecise, and irrelevant questions. The suggestions made by these individuals were used to refine the questionnaire, making it a more exact tool of measurement and the questionnaire evolved as it now appears in Appendix A.

It was hoped that results of the study would be accurate in describing the average respondent's reading habits, educational background, source and type of reading material, and use of library services. Data were also gathered to determine time of day and day of the week most convenient for children to attend story-hour, which racial groups were using story hour, the summer reading program, and other library services. The survey would hopefully help to determine the programs that should be offered to potential users of the library and how to better serve regular patrons.

It was predetermined that a sampling of every eleventh household would be adequate to uncover the trends and patterns representative of the community as a whole. A number was randomly selected between one and eleven, and after counting that given number of homes, the survey proceeded with every eleventh residence thereafter being sampled. If the home selected was vacant, the next occupied house was chosen and the count continued. The boundaries of the area were State Street and Seventh East, Fifth South and Ninth South.

In spite of efforts by the investigators to select a typical time, events happen to upset their calculations. In order to provide an unbiased survey, samples were taken at various times of the day and on weekends so that a representative cross section of the population would be sampled (see Appendix C).

It was predetermined that individuals twenty-one and under in order to be part of the survey had to be married. The concern was to obtain responses from heads of families because it was felt that the family unit was more stable and less likely to move than single individuals who often leave the area due to marriage and/or schooling. Thus it was assumed that data collected from family heads would be more helpful in long-range planning. After tabulating the results of the survey, it was discovered that there were a number of individuals twenty-one and under who were single and who had answered the survey in spite of precautions taken not to give the questionnaire to anyone under twenty-one unless he was head of the household. It can only be assumed that the parents or the head of the household invited one of the children to fill out the questionnaire. The forms filled out by respondents twenty-one years and under were not thrown away because they were not discovered until the results of the study had been processed through the computer.

The conversation at the door was individually tailored. It differed with each of the respondents depending upon the amount of information they required to satisfy their curiosity and keep the interview friendly and above suspicion. With few exceptions the residents contacted were anxious to help. With Mr. Rademacher's approval, survey information was requested on behalf of the Salt Lake Public Library to enable the library to improve service to its patrons and potential clientele. The questionnaires were left with the respondents for an hour with the request that the forms be completed and left outside their doors so they would not be interrupted a second time. This procedure of soliciting from the sample population was successful in almost every case; however, in several instances as many as six to eight return trips were necessary in order to pick up the questionnaires because the people were missed, had forgotten to leave the forms outside their doors, or they felt they needed to consult their spouses before completing the forms. The results of the study were compared to the figures set forth in the 1970 U. S. Census to see if they were consistent.

> The U. S. Census figures for the service area are not only a convenient solution to the question of "population served," they also relate library statistics to those which reveal characteristics of the community. Educational and economic levels, factors regarding national origin, religion, race, etc., bear upon the resources and services which the library must strive to develop. For library statistics to be used in conjunction with such information, the U. S. Census base for population of the service area is essential. When special studies of a particular region are conducted between decennial censuses, the use of authoritative population estimates may be warranted . . .[1]

Out of the 250 questionnaires left with respondents, only seven were not recovered, giving a 98 per cent return on questionnaires. Of these seven, there were five residences where no one could ever be found at home. After leaving notes for respondents to leave the questionnaires outside the doors so that they could be picked up, it was found that no one had picked up the note. One questionnaire was lost by the respondent, and another was torn up and thrown away by the respondent.

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[1] American Library Association, Library Statistics: a Handbook of Concepts, Definitions, p. 35.

CHAPTER IV

ANALYSIS OF DEMOGRAPHIC DATA

In order for a library to provide optimum service, it is imperative that characteristics of the community be identified and studied. Essential characteristics used in this study are: sex, age, race, education, occupation, and marital status.

Sex

According to the 1970 U. S. Census statistics, 6,339 people lived in the area of Central City. Of the total population 3,325, or 52 per cent, were female and 3,014, or 48 per cent, were male (see Table 1). There was no significant difference between this distribution and the national average of 53 per cent female and 47 per cent male.[1]

Age

A study of the 1970 U. S. Census shows that approximately one-fifth of the Central City residents were children, 21 per cent. An additional 16 per cent were between thirteen years and nineteen years. A total of 43 per cent were between the ages of twenty and sixty; and 21 per cent were over sixty years (see Table 2). These figures indicate that the largest group, 43 per cent, is comprised of persons in their productive years who would normally be assumed to be wage earners. It is significant that 37 per cent of the community is made up of young persons as young people

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[1] Douglas M. Knight and E. Shipley Nourse, Libraries at Large (New York: Bowker, 1969), p. 79.

TABLE 1

CENTRAL CITY RESIDENTS BY RACE AND SEX[a]

Race	Male No.	Male %	Female No.	Female %	Total No.	Total %
White[b]	2,617	87	2,893	87	5,510	87
Black	257	9	284	9	541	9
Other	140	4	148	4	288	4
Totals	3,014	100	3,325	100	6,339	100

[a] Figures for Table 1 are compiled from the 1970 U. S. Census

[b] When the statistics for Table 1 were obtained from the Bureau of Economic Research at the University of Utah, the investigators were informed that the Mexicanos were included under the heading of "white".

TABLE 2

AGE RANGE OF CENTRAL CITY RESIDENTS BY SEX[c]

Age	Male No.	Male %	Female No.	Female %	Total No.	Total %
5 and Under	391	13	382	11	773	12
6-12	359	12	209	6	568	9
Teen-age	450	15	526	16	976	16
30-60	1,340	44	1,367	41	2,707	43
Over 60	474	16	841	25	1,315	21
Totals	3,014	100	3,325	99[d]	6,339	101

[c] Figures for Table 2 are compiled from the 1970 U. S. Census.

[d] Any discrepancies in figures on Tables are due to rounding off numbers to nearest whole.

use the library more frequently than any other age group.[1] Persons over sixty years of age represent 21 per cent of the total. This is consistent with a national trend of older citizens moving into city centers for the sake of convenience.[2] Tables 3, 4 and 5 are statistical representations by age of the respondents participating in the survey.

Race

Although the 1970 U. S. Census showed 87 per cent of the Central City population to be white, the breakdown from the survey was 60 per cent white and 40 per cent minority groups (see Table 6). The minority groups represented were Mexicanos, blacks, Indians, Japanese, Chinese, Filipino, Hawaiian and Korean. In the 1970 U. S. Census the Mexicanos were grouped with the whites. The presence of 40 per cent minority groups in the survey is significant. As pointed out by Raymond Robinson in his article, "Fact and Fiction in Magazine Reading," people will read of people like themselves and of problems and situations with which they can readily identify.[3] This being true, the minority groups should be recognized and adequate provisions made to serve these people with emphasis still being directed toward the majority group of 60 per cent white.

Ernestine Rose talks about increased awareness of minority groups in her book, The Public Library in American Life. She says that in certain cities where there are great concentrations of black citizens or other

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[1] Knight and Nourse, Libraries at Large, p. 64.

[2] Emerson Greenaway, "Large Public Libraries," p. 125.

[3] Raymond A. Robinson, "Fact and Fiction in Magazine Reading," p. 132.

TABLE 3

AGE OF CENTRAL CITY RESIDENTS BY SEX

Age	Male No.	Male %	Female No.	Female %	Total No.	Total %
Below 21	7	9	16	10	23	9
21-25	12	15	38	23	50	21
26-30	8	10	17	10	25	10
31-40	8	10	24	15	32	13
41-50	13	17	17	10	30	12
51-60	8	10	15	9	23	9
Over 60	22	28	38	23	60	25
Totals	78	99	165	100	243	99

TABLE 4

AGE OF CENTRAL CITY RESIDENTS BY RACE

Race	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White	14	61	28	56	15	60	10	31	16	53	16	69	46	77
Mexicano	3	13	16	32	6	24	11	34	7	23	1	4	7	12
Black	5	22	5	10	4	16	10	31	4	13	6	26	5	8
Other	1	4	1	2	0	0	1	3	3	10	0	0	2	3
Totals	23	100	50	100	25	100	32	99	30	99	23	99	60	100

TABLE 5

AGE OF CENTRAL CITY RESIDENTS BY ETHNIC GROUPS

Age	White		Ethnic Groups	
	No.	%	No.	%
Below 21	14	9	9	9
21-25	28	19	22	22
26-30	15	10	10	10
31-40	10	7	22	22
41-50	16	11	14	14
51-60	16	11	7	7
Over 60	46	32	14	14
Totals	145	99	98	98

TABLE 6

CENTRAL CITY RESIDENTS BY RACE

Race	Male No.	Male %	Female No.	Female %	Total No.	Total %
White	53	68	92	56	145	60
Mexicano	12	15	39	24	51	21
Black	13	17	26	16	39	16
Other	0	0	8	5	8	3
Totals	78	100	165	101	243	100

minority groups, public libraries have developed their collections and services with special reference to these patrons. This special service does not imply a limitation of the regular privileges, but rather additional services in terms of activities, books, tapes, films, and advisory help. For example, an extra service is purchasing books for and about blacks or other minority groups representative of the community, and employing members of the minority groups as part of the library staff. Thus, when people of these various groups enter the public library, they feel more represented and welcome.[1]

Education

Education has a direct bearing on reading habits and thus on library use. It is important, then, that this study take into account the educational levels of the residents of Central City. Seventy-two per cent had a twelfth grade education or less, leaving only 28 per cent who obtained some post high school training. Sixty-four per cent of the males surveyed had no schooling or training beyond high school, and 77 per cent of the females had no training beyond high school. Separation of educational levels by sex indicates that 13 per cent more males than females continued schooling past high school (see Table 7).

Because of the unevenness of the numbers of respondents within each racial group in the sample, it is difficult to analyze the data without some distortion. Also, the individual racial groups represented in the survey were so small as to have no statistical significance (see Table 8). It was felt that a more meaningful comparison would be obtained by combining the minority groups into a category entitled "ethnic groups" and comparing

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[1] Ernestine Rose, The Public Library in American Life (New York: Columbia University Press, 1954), p. 38.

TABLE 7

LEVEL OF EDUCATION OF CENTRAL CITY RESIDENTS

Education	Male		Female		Total	
	No.	%	No.	%	No.	%
8th Grade or Less	16	20	19	12	35	14
9th to 11th Grades	13	17	54	33	67	28
12th Grade	21	27	52	32	73	30
Schooling Beyond High School	28	36	40	23	68	28
Totals	78	100	165	100	243	100

TABLE 8

LEVEL OF EDUCATION OF CENTRAL CITY RESIDENTS BY RACE

Education	White No.	 %	Mexicano No.	 %	Black No.	 %	Other No.	 %
8th Grade or Less	23	16	9	18	3	7	0	0
9th to 11th Grades	30	20	19	37	17	44	1	13
12th Grade	46	32	14	27	11	28	2	25
Schooling Beyond High School	46	32	9	18	8	21	5	62
Totals	145	100	51	100	39	100	8	100

TABLE 9

LEVEL OF EDUCATION OF CENTRAL CITY RESIDENTS BY ETHNIC GROUPS

Education	White No.	 %	Ethnic Groups No.	 %
8th Grade or Less	23	16	12	12
9th to 11th Grades	30	20	37	38
12th Grade	46	32	27	28
Schooling Beyond High School	46	32	22	22
Totals	145	100	98	100

it against the white group. All tables relating to racial groups involved in this study hereinafter will be shown by race and then compared as ethnic groups with the majority group. This comparison shows that 64 per cent of the white group had high school and/or some post high school training whereas only 50 per cent of the ethnic groups had training beyond high school (see Table 9).

Education seems to be the most deciding factor in use of library services with those of very little education making little use of the library. Hiatt points this out in his dissertation that "adults with low education in the city . . . make little, if any, use of books and libraries."[1] Bernard Berelson concluded, after an extensive literature search, that education was the most important single factor in determining use of library services.[2] Lowell A. Martin concurs with Berelson in his published study that color or race did not determine library use directly. Education level, however, was the determining factor.[3] A 1966 study by the University of Maryland showed that 60.5 per cent of public library users had attended college.[4] This indicates that persons who have obtained additional training beyond high school are more frequent users of libraries than any other group. A study was conducted in the Rose Park area of Salt Lake City by Janeth L. Heath and Kent B. Johnson which disclosed that 48 per cent of the Rose Park respondents had schooling past high school. This compares with 28 per cent of the respondents of Central City. Only 14 per cent of the respondents in Rose Park had less than a twelfth grade education whereas 42 per cent of the Central City respondents had not completed high school (see Table 10 and Figure 1).[1] It may be assumed, then, that Central City respondents will not be making maximum use of the Salt Lake Public Library.

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[1] Hiatt, "Public Library Branch Services for Adults of Low Education."

[2] Berelson, The Library's Public, p. 50.

[3] Martin, Library Response to Urban Change, p. 1.

[4] Mary Lee Bundy, "Metropolitan Public Library Use," Wilson Library Bulletin, XXXXI (May, 1967), 954.

Occupation

The residents surveyed were asked to write in the space provided the type of work the head of the household was employed in. After the questionnaires were retrieved, the respondents' answers to type of employment were separated into the five categories of professional, semi-professional, skilled, semi-skilled and unemployed. As was expected, those persons in the professions read more of every type of literature than those in the other categories (see Tables 11 through 14).

Marital Status

Table 15 indicates the marital status of the adults surveyed. This study will not discuss the effects of marital status on library and reading habits as the relationship between the two cannot be accurately projected herein. Often heads of households acquired library cards, not for their own use, but for their dependent children. Also, married persons borrowed books for spouses or used the library card of their spouse or one of their children.

Summary

1. According to the 1970 U. S. Census, the population in Central City consisted of almost equal numbers of males and females and is consistent

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[1] Janeth L. Heath and Kent B. Johnson, "A Survey and Analysis of Socio-Economic, Reading, and Library Use Factors Influencing the Rose Park Branch of the Salt Lake Public Library" (unpublished research project, Brigham Young University, 1971), p. 22.

TABLE 10

A COMPARISON OF LEVELS OF EDUCATION OF CENTRAL CITY AND ROSE PARK RESPONDENTS

Education	Central City No.	Central City %	Rose Park No.	Rose Park %
8th Grade or Less	35	14	6	3
9th to 11th Grades	67	28	23	11
12th Grade	73	30	79	38
Schooling Beyond High School	68	28	99	48
Totals	243	100	207	100

FIGURE 1

A COMPARISON OF LEVELS OF EDUCATION OF CENTRAL CITY AND ROSE PARK RESPONDENTS

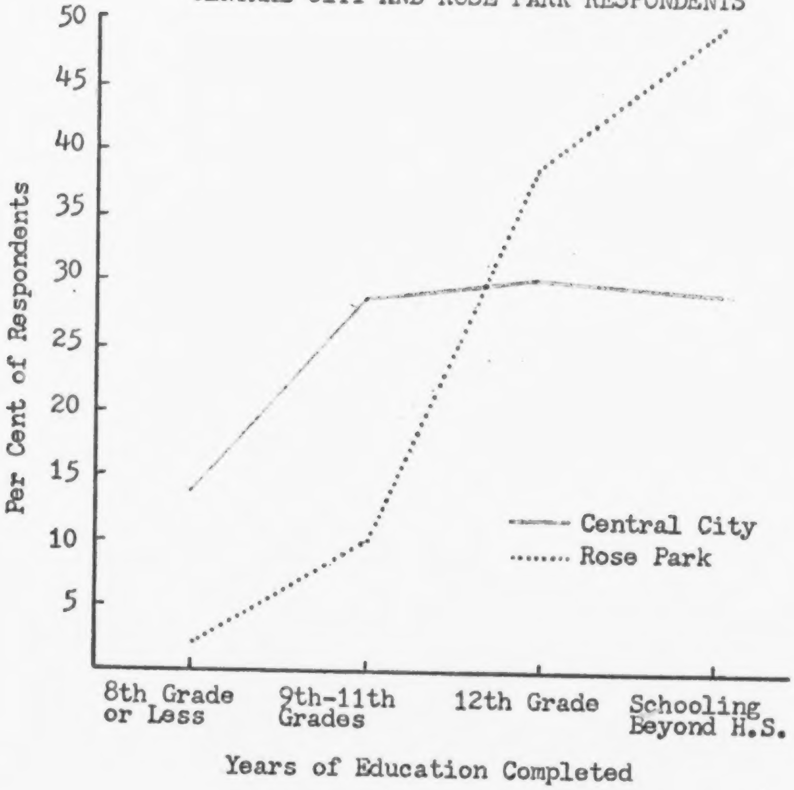

TABLE 11

OCCUPATION OF RESIDENTS IN CENTRAL CITY BY SEX[a]

Occupation[b]	Male No.	Male %	Female No.	Female %	Total No.	Total %
Professional	9	11	6	4	15	6
Semi-professional	13	17	36	22	49	20
Skilled	41	52	65	39	106	44
Semi-skilled	3	4	50	30	53	22
Unemployed	12	16	8	5	20	8
Totals	78	100	165	100	243	100

[a] This table depicts only the occupation of the head of the household in each residence sampled.

[b] William E. Hopke, ed., The Encyclopedia of Careers and Vocational Guidance, II (New York: Doubleday and Company, Inc., 1967), pp. ix-xii.

TABLE 12

OCCUPATION OF CENTRAL CITY RESIDENTS BY RACE

	White		Mexicano		Black		Other	
Occupation	No.	%	No.	%	No.	%	No.	%
Professional	7	5	4	8	1	3	3	38
Semi-professional	34	23	9	18	6	15	0	0
Skilled	57	39	26	51	19	48	4	50
Semi-skilled	31	21	10	20	11	28	1	13
Unemployed	16	11	2	4	2	5	0	0
Totals	145	99	51	101	39	99	8	101

TABLE 13

OCCUPATION OF CENTRAL CITY RESIDENTS BY ETHNIC GROUPS

	White		Ethnic Groups	
Occupation	No.	%	No.	%
Professional	7	5	8	8
Semi-professional	34	23	15	15
Skilled	57	39	49	50
Semi-skilled	31	21	22	22
Unemployed	16	11	4	4
Totals	145	99	98	99

TABLE 14

OCCUPATION OF CENTRAL CITY RESIDENTS BY EDUCATION

Occupation	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
Professional	0	0	0	0	2	3	13	19
Semi-professional	2	6	6	9	17	23	24	35
Skilled	15	43	28	42	40	55	23	34
Semi-skilled	11	31	27	40	10	14	5	7
Unemployed	7	20	6	9	4	5	3	4
Totals	35	100	67	100	73	100	68	99

TABLE 15

MARITAL STATUS OF CENTRAL CITY RESIDENTS

Status	No.	%
Married	134	55
Single	44	18
Widowed	34	14
Divorced	22	9
Separated	9	4
Totals	243	100

in this regard with the national average. Of those who actually answered the questionnaire, 68 per cent were female and 32 per cent were male.

2. According to the 1970 U. S. Census, the largest group of persons (43 per cent) in Central City were between the ages of twenty to sixty, with 37 per cent of the community being made up of young people and 21 per cent being over the age of sixty.

3. Sixty per cent of respondents were white and the remaining 40 per cent were members of minority groups.

4. Seventy-two per cent of respondents had a twelfth grade education or less; only 28 per cent had received training past high school.

5. The majority of heads of households who were wage earners (44 per cent) were employed as skilled workers.

6. This study will not discuss the effects of marital status on library and reading habits.

CHAPTER V

ANALYSIS OF SOCIOLOGICAL FACTORS AS THEY RELATE TO READING AND LIBRARY-USE PATTERNS OF CENTRAL CITY

Reasons for Reading

An important aspect in conducting a reading survey is identifying motivational forces which form reading patterns. Reasons for reading, regardless of sex, race, ethnic group, age, education and occupation, were the same for all respondents. The first three reasons for reading were: (1) recreation and enjoyment, (2) self-education, and (3) civil rights and current issues (see Tables 16 through 21). There was one exception to the above--black persons living in Central City read as much for self-education (46 per cent) as they did for enjoyment (46 per cent) (see Table 17). The knowledge that self-education is the second general reason for reading and, among the black group, on an equal footing with the first reason, would suggest that materials on self-improvement and self-educational subjects should be an integral part of the library collection. The library staff should be pleased to note that the main reason given for reading (enjoyment) is the one that the library is most prepared to accommodate. It should be noted that there is an uneven distribution of the sample in the divisions discussed herein of sex, race, ethnic group, age, education and occupation. Therefore, some distortion appears inevitable when looking at percentages figured from dissimiliar numerical totals.

TABLE 16

REASONS FOR READING BY SEX

Reasons	Male		Female		Total	
	No.	%	No.	%	No.	%
Self-education	45	58	76	46	121	50
Occupational Advancement	22	28	32	19	54	22
Civil Rights and Current Issues	34	44	46	28	80	33
Recreation and Enjoyment	54	69	102	62	156	64
Religious Education	24	31	32	19	56	23
Other	6	8	9	5	15	6

TABLE 17

REASONS FOR READING BY RACE

Reasons	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %
Self-education	78	54	21	41	18	46	5	63
Occupational Advancement	28	19	12	23	13	33	2	25
Civil Rights and Current Issues	51	35	15	29	15	38	0	0
Recreation and Enjoyment	99	68	35	69	18	46	4	50
Religious Education	38	26	10	20	7	18	1	13
Other	11	8	1	2	3	8	0	0

TABLE 18

REASONS FOR READING BY ETHNIC GROUPS

Reasons	White No.	White %	Ethnic Groups No.	Ethnic Groups %
Self-education	78	54	44	45
Occupational Advancement	28	19	27	28
Civil Rights and Current Issues	51	35	30	30
Recreation and Enjoyment	99	68	57	58
Religious Education	38	26	18	18
Other	11	8	4	4

TABLE 19

REASONS FOR READING BY AGE

Reasons	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Self-education	12	52	23	46	13	52	17	53	14	47	12	52	30	50
Occupational Advancement	3	13	10	20	9	36	9	28	10	33	1	4	12	20
Civil Rights and Current Issues	4	17	15	30	10	40	11	34	11	37	9	39	20	33
Recreation and Enjoyment	17	74	37	74	18	72	22	69	18	60	12	52	32	53
Religious Education	4	17	3	6	6	24	4	13	8	27	8	35	23	38
Other	4	17	1	2	1	4	2	6	2	7	2	9	3	5

TABLE 20

REASONS FOR READING BY EDUCATION

Reasons	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
Self-education	13	37	22	33	35	48	51	75
Occupational Advancement	4	11	10	15	15	21	25	37
Civil Rights and Current Issues	4	11	14	21	23	32	39	57
Recreation and Enjoyment	19	54	39	58	54	74	44	65
Religious Education	12	34	8	12	15	21	21	31
Other	1	3	2	3	2	3	10	15

TABLE 21

REASONS FOR READING BY OCCUPATION

Reasons	Professional No.	Professional %	Semi-professional No.	Semi-professional %	Skilled No.	Skilled %	Semi-skilled No.	Semi-skilled %	Unemployed No.	Unemployed %
Self-education	13	93	25	51	55	52	18	34	10	50
Occupational Advancement	9	64	19	39	17	16	6	11	2	10
Civil Rights and Current Issues	10	71	21	43	35	33	10	19	4	20
Recreation and Enjoyment	9	64	31	63	75	71	30	57	11	55
Religious Education	9	64	14	29	18	17	7	13	8	40
Other	2	14	5	10	7	7	1	2	0	0

Frequency of Reading Compared with Form of Reading Material

Tables 22 through 40 indicate that people in the Central City area read newspapers regularly more often than any form of reading material. The next preferred regular forms of reading material, in order, are magazines, hardcover books, paperback books and, last, comic books. The results pointed out that men read all forms of materials more often than women, with the exception of comic books. Seventy-eight per cent of male respondents read newspapers compared with 62 per cent of the females. Men read equally (51 per cent) hardcover books and paperback books regularly (see Table 23). Analyzing by race, the reading forms regularly read followed the above trend; the Mexicano group chose harcover books and paperback books equally. According to this survey, the Mexicanos are the group who read the most non-English language books. If it were felt that the non-English language collection should be enlarged, paperback books would be an inexpensive starting point (see Table 24). A comparison of the white group with the combined minority groups indicates that the whites have a higher frequency of reading in all forms of reading materials than the ethnic groups, although order of preference is parallel (see Table 25). Tables 26 through 30 show that persons in this survey read more frequently as age increased up to the age of sixty, at which point reading decreased slightly. The most frequent readers of paperbacks was the age group twenty-six to thirty, with 56 per cent reading paperbacks. Frequency of paperback reading increased in preference up to the age of thirty, then diminished. The reason could be that paperbacks are a relatively new product, and those most frequently selecting them are those who have grown up as the paperback book has become popular and widespread. The more education the respondents had, the more regularly they read

TABLE 22

FREQUENCY OF READING COMPARED WITH FORM OF READING MATERIAL

Form	Regular No.	 %	Seldom No.	 %	Never No.	 %	No Response No.	 %	Total No.	 %
Newspapers	164	67	67	28	8	3	4	1	243	99
Magazines	133	55	94	39	16	7	0	0	243	101
Hardcover Books	101	42	99	41	39	16	4	1	243	100
Paperback Books	95	39	93	38	52	21	3	1	243	99
Comic Books	23	9	68	28	146	60	6	2	243	99

TABLE 23

FREQUENCY OF READING COMPARED WITH FORM OF READING MATERIAL BY SEX

MALE

Form	Regular		Seldom		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Newspapers	61	78	13	17	2	3	1	1
Magazines	49	63	26	33	3	4	0	0
Hardcover Books	40	51	29	37	9	12	0	0
Paperback Books	40	51	27	35	11	14	0	0
Comic Books	5	6	28	36	43	55	2	3

FEMALE

Form	Regular		Seldom		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Newspapers	103	62	54	33	6	4	2	1
Magazines	84	51	68	41	13	8	0	0
Hardcover Books	61	37	70	42	30	18	4	2
Paperback Books	55	33	66	40	41	25	3	2
Comic Books	18	11	40	24	103	62	4	2

TABLE 24

FREQUENCY OF READING COMPARED WITH FORM OF READING MATERIAL BY RACE

Form	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
Newspapers	102	70	31	61	24	62	1	13
Magazines	89	61	23	45	18	46	3	38
Hardcover Books	67	46	16	31	16	41	2	25
Paperback Books	64	44	16	31	14	36	1	13
Comic Books	8	6	4	8	11	28	0	0

TABLE 25

FREQUENCY OF READING COMPARED WITH FORM OF READING MATERIAL BY ETHNIC GROUPS

Form	White		Ethnic Groups	
	No.	%	No.	%
Newspapers	102	70	56	57
Magazines	89	61	44	45
Hardcover Books	67	46	34	35
Paperback Books	64	44	31	32
Comic Books	8	6	15	15

TABLE 26

FREQUENCY OF NEWSPAPER READING BY AGE

Age	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Below 21	12	52	10	43	1	4	0	0	23	99
21-25	26	52	22	44	2	4	0	0	50	100
26-30	16	64	9	36	0	0	0	0	25	100
31-40	24	75	7	22	1	3	0	0	32	100
41-50	21	70	6	20	2	7	1	3	30	100
51-60	17	74	5	22	0	0	1	4	23	100
Over 60	48	80	8	13	2	3	2	3	60	99

TABLE 27

FREQUENCY OF MAGAZINE READING BY AGE

Age	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Below 21	11	48	12	52	0	0	0	0	23	100
21-25	23	46	23	46	4	8	0	0	50	100
26-30	14	56	10	40	1	4	0	0	25	100
31-40	15	47	14	44	3	9	0	0	32	100
41-50	15	50	12	40	3	10	0	0	30	100
51-60	16	70	7	30	0	0	0	0	23	100
Over 60	39	65	16	27	5	8	0	0	60	100

TABLE 28

FREQUENCY OF HARDCOVER BOOK READING BY AGE

Age	Regular		Soldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Below 21	8	35	13	57	2	9	0	0	23	101
21-25	21	42	22	44	7	14	0	0	50	100
26-30	9	36	11	44	5	20	0	0	25	100
31-40	13	41	16	50	3	9	0	0	32	100
41-50	15	50	8	27	7	23	0	0	30	100
51-60	11	48	9	39	3	13	0	0	23	100
Over 60	24	40	20	33	12	20	4	7	60	100

TABLE 29

FREQUENCY OF PAPERBACK BOOK READING BY AGE

Age	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Below 21	11	48	10	43	2	9	0	0	23	100
21-25	22	44	21	42	7	14	0	0	50	100
26-30	14	56	7	28	4	16	0	0	25	100
31-40	13	41	15	47	4	13	0	0	32	101
41-50	10	33	11	37	9	30	0	0	30	100
51-60	8	35	12	52	3	13	0	0	23	100
Over 60	17	28	17	28	23	38	3	5	60	99

TABLE 30

FREQUENCY OF COMIC BOOK READING BY AGE

Age	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Below 21	4	17	8	35	11	48	0	0	23	100
21-25	4	8	18	36	28	56	0	0	50	100
26-30	5	20	6	24	13	52	1	4	25	100
31-40	3	9	13	41	16	50	0	0	32	100
41-50	1	3	8	27	21	70	0	0	30	100
51-60	1	4	4	17	17	74	1	4	23	99
Over 60	5	8	11	18	40	67	4	7	60	100

newspapers, with 82 per cent of those who had completed schooling beyond high school reading newspapers. The trend seemed to hold true that a person's reading patterns increased with his level of education (see Tables 31 through 35). Persons in the professions read more of every form of reading material more frequently than those in other occupational categories (see Tables 36 through 40).

Number of Books Read During the Past Eight Months

Refer to Table 41 for a comparison of total number of books read in an eight-month period of time by Central City respondents to total number of books read in a three-month period of time in a recent U. S. survey. Although not for the same period of time, this comparison points out that Central City respondents read less than those in the national survey. One-half (51 per cent) of the respondents read four or more books in the eight-month period. As has been previously pointed out, males read more than the females (59 per cent as compared to 48 per cent) (see Tables 42 through 47).

Subject Variety Enjoyed by Central City Respondents

Imperative to suitable material selection is an awareness of subject variety enjoyed by the members of the community. Respondents were asked to check subjects enjoyed most on a given list in the questionnaire. The most popular categories in order of preference were adventure, home interests, religion, biographies, sports and plays (see Table 48). The subjects may have been too general to permit accurate interpretation, but do provide a guideline in selecting library materials. This order generally was the same when analyzed by race, ethnic group, age, education and occupation (see Tables 49 through 53). The subject variety enjoyed most by males was

TABLE 31

FREQUENCY OF NEWSPAPER READING BY EDUCATION

Education	Regular No.	 %	Seldom No.	 %	Never No.	 %	No Response No.	 %	Total No.	 %
8th Grade or Less	20	57	11	31	3	9	1	3	35	100
9th to 11th Grades	39	58	22	33	4	6	2	3	67	100
12th Grade	50	69	22	30	1	1	0	0	73	100
Schooling Beyond High School	56	82	12	18	0	0	0	0	68	100

TABLE 32

FREQUENCY OF MAGAZINE READING BY EDUCATION

Education	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	13	37	15	43	7	20	0	0	35	100
9th to 11th Grades	33	49	28	42	6	9	0	0	67	100
12th Grade	44	60	28	38	1	2	0	0	73	100
Schooling Beyond High School	43	63	23	34	2	3	0	0	68	100

TABLE 33

FREQUENCY OF HARDCOVER BOOK READING BY EDUCATION

Education	Regular No.	Regular %	Seldom No.	Seldom %	Never No.	Never %	No Response No.	No Response %	Total No.	Total %
8th Grade or Less	8	23	10	29	14	40	3	8	35	100
9th to 11th Grades	18	27	38	57	11	16	0	0	67	100
12th Grade	34	47	28	38	10	14	1	1	73	100
Schooling Beyond High School	41	60	23	34	4	6	0	0	68	100

TABLE 34

FREQUENCY OF PAPERBACK BOOK READING BY EDUCATION

Education	Regular No.	Regular %	Seldom No.	Seldom %	Never No.	Never %	No Response No.	No Response %	Total No.	Total %
8th Grade or Less	8	23	10	28	15	43	2	6	35	100
9th to 11th Grades	17	26	31	46	19	28	0	0	67	100
12th Grade	35	48	26	36	11	15	1	1	73	100
Schooling Beyond High School	35	52	26	38	7	10	0	0	68	100

TABLE 35

FREQUENCY OF COMIC BOOK READING BY EDUCATION

Education	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	1	3	9	25	24	69	1	3	35	100
9th to 11th Grades	7	10	12	18	45	67	3	5	67	100
12th Grade	8	11	25	34	39	54	1	1	73	100
Schooling Beyond High School	7	10	22	32	38	56	1	2	68	100

TABLE 36

FREQUENCY OF NEWSPAPER READING BY OCCUPATION

Occupation	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	14	93	1	7	0	0	0	0	15	100
Semi-professional	42	86	7	14	0	0	0	0	49	100
Skilled	70	66	34	32	2	2	0	0	106	100
Semi-skilled	23	43	23	43	5	9	2	4	53	99
Unemployed	16	80	2	10	1	5	1	5	20	100

TABLE 37

FREQUENCY OF MAGAZINE READING BY OCCUPATION

Occupation	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	13	86	2	14	0	0	0	0	15	100
Semi-professional	31	63	17	35	1	2	0	0	49	100
Skilled	54	51	46	43	6	6	0	0	106	100
Semi-skilled	22	42	22	42	9	17	0	0	53	101
Unemployed	13	65	7	35	0	0	0	0	20	100

TABLE 38

FREQUENCY OF HARDCOVER BOOK READING BY OCCUPATION

Occupation	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	10	67	5	33	0	0	0	0	15	100
Semi-professional	28	57	17	35	3	6	1	2	49	100
Skilled	44	42	46	43	16	15	0	0	106	100
Semi-skilled	11	21	24	45	16	30	2	4	53	100
Unemployed	8	40	7	35	4	20	1	5	20	100

TABLE 39

FREQUENCY OF PAPERBACK BOOK READING BY OCCUPATION

Occupation	Regular		Seldom		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	10	67	4	27	1	6	0	0	15	100
Semi-professional	16	33	23	47	9	18	1	2	49	100
Skilled	46	43	41	39	19	18	0	0	106	100
Semi-skilled	16	30	17	32	19	36	1	2	53	100
Unemployed	7	35	8	40	4	20	1	5	20	100

TABLE 40

FREQUENCY OF COMIC BOOK READING BY OCCUPATION

Occupation	Regular No.	Regular %	Seldom No.	Seldom %	Never No.	Never %	No Response No.	No Response %	Total No.	Total %
Professional	2	13	8	53	5	33	0	0	15	99
Semi-professional	3	6	13	27	32	65	1	2	49	100
Skilled	10	9	32	30	64	60	0	0	106	99
Semi-skilled	3	6	10	19	36	68	4	8	53	101
Unemployed	4	20	5	25	10	50	1	5	20	100

TABLE 41

COMPARISON OF NUMBER OF BOOKS READ IN CENTRAL CITY AND A UNITED STATES SURVEY

	Central City (Eight-month Period)	United States[a] (Three-month Period)
Number	Per Cent	Per Cent
None	25	45[b]
Two	13	11
Three	11	9
Four or More	51	35
Totals	100	100

[a] Knight and Nourse, Libraries at Large, p. 83.

[b] Included in this total are a number of persons who said they could not recall the number.

TABLE 42

NUMBER OF BOOKS READ DURING PAST EIGHT MONTHS BY SEX

Number	Male No.	Male %	Female No.	Female %	Total No.	Total %
None	16	20	45	27	61	25
Two	8	10	23	14	31	13
Three	8	10	19	12	27	11
Four or More	46	59	78	48	124	51
Totals	78	99	165	101	243	100

TABLE 43

NUMBER OF BOOKS READ DURING PAST EIGHT MONTHS BY RACE

Number	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
None	35	24	12	24	9	23	5	63
Two	21	14	7	14	3	8	0	0
Three	14	10	5	10	7	18	1	13
Four or More	75	52	27	53	20	51	2	25
Totals	145	100	51	101	39	100	8	101

TABLE 44

NUMBER OF BOOKS READ DURING PAST EIGHT MONTHS BY ETHNIC GROUPS

Number	White		Ethnic Groups	
	No.	%	No.	%
None	35	24	26	27
Two	21	14	10	10
Three	14	10	13	13
Four or More	75	52	49	50
Totals	145	100	98	100

TABLE 45

NUMBER OF BOOKS READ DURING PAST EIGHT MONTHS BY AGE

Number	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	2	9	9	18	4	16	6	19	7	24	7	31	26	43
Two	3	13	6	12	0	0	5	16	6	20	4	17	7	12
Three	5	22	4	8	3	12	6	19	3	10	3	13	3	5
Four or More	13	57	31	62	18	72	15	47	14	45	9	39	24	40
Totals	23	101	50	100	25	100	32	101	30	99	23	100	60	100

TABLE 46

NUMBER OF BOOKS READ DURING PAST EIGHT MONTHS BY EDUCATION

Number	Less than 8th		9th-11th		12th		Beyond H.S.	
	No.	%	No.	%.	No.	%	No.	%
None	20	57	27	41	10	13	8	11
Two	3	9	7	10	12	16	7	10
Three	1	3	7	10	11	15	9	13
Four or More	11	31	26	39	40	55	44	65
Totals	35	100	67	100	73	99	68	99

TABLE 47

NUMBER OF BOOKS READ DURING PAST EIGHT MONTHS BY OCCUPATION

Number	Professional		Semi-professional		Skilled		Semi-skilled		Unemployed	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	1	7	7	14	23	22	23	44	8	40
Two	1	7	10	20	14	13	4	7	2	10
Three	2	14	5	10	15	14	4	7	1	5
Four or More	11	72	27	55	54	51	22	42	9	45
Totals	15	100	49	99	106	100	53	100	20	100

TABLE 48

SUBJECT VARIETY ENJOYED BY SEX

Subject	Male No.	Male %	Female No.	Female %	Total No.	Total %
Adventure	44	56	106	64	150	62
Biography	28	36	42	25	70	29
Civil Rights	32	41	38	23	70	29
Home Interests	31	40	83	50	114	47
Plays	21	27	31	19	52	21
Religion	36	46	57	35	93	38
Sports	37	47	29	18	66	27

TABLE 49

SUBJECT VARIETY ENJOYED BY RACE

Subject	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
Adventure	94	65	31	61	21	54	4	50
Biography	35	24	21	41	12	31	2	25
Civil Rights	41	28	12	24	16	41	1	13
Home Interests	64	44	24	47	21	54	5	63
Plays	35	24	5	10	10	26	2	25
Religion	56	39	20	39	17	44	0	0
Sports	41	28	11	22	14	36	0	0

TABLE 50

SUBJECT VARIETY ENJOYED BY ETHNIC GROUPS

Subject	White		Ethnic Groups	
	No.	%	No.	%
Adventure	94	65	56	57
Biography	35	24	35	36
Civil Rights	41	28	29	30
Home Interests	64	44	50	51
Plays	35	24	17	17
Religion	56	39	37	38
Sports	41	28	25	26

TABLE 51

SUBJECT VARIETY ENJOYED BY AGE

Subject	Below 21 No.	%	21-25 No.	%	26-30 No.	%	31-40 No.	%	41-50 No.	%	51-60 No.	%	Over 60 No.	%
Adventure	19	83	38	76	16	64	19	59	18	60	14	61	26	43
Biography	4	17	17	34	13	52	6	19	7	23	8	35	15	25
Civil Rights	5	22	19	38	9	36	6	19	10	33	5	22	16	27
Home Interests	8	35	19	38	12	48	16	50	16	53	11	48	32	53
Plays	11	48	10	20	6	24	7	22	5	17	3	13	10	17
Religion	6	26	6	12	11	44	13	41	14	47	12	52	31	52
Sports	9	39	7	14	3	12	9	28	10	33	9	39	19	32

TABLE 52

SUBJECT VARIETY ENJOYED BY EDUCATION

Subject	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
Adventure	17	49	40	60	50	68	43	63
Biography	5	14	8	12	24	33	33	49
Civil Rights	6	17	9	13	21	29	34	50
Home Interests	14	40	33	49	32	44	35	51
Plays	4	11	9	13	14	19	25	35
Religion	20	57	17	25	21	29	35	51
Sports	9	26	17	25	17	23	23	34

TABLE 53

SUBJECT VARIETY ENJOYED BY OCCUPATION

Subject	Professional No.	Professional %	Semi-Professional No.	Semi-Professional %	Skilled No.	Skilled %	Semi-Skilled No.	Semi-Skilled %	Unemployed No.	Unemployed %
Adventure	10	71	35	71	67	63	30	57	8	40
Biography	7	50	23	47	26	25	8	15	6	30
Civil Rights	9	64	18	37	32	30	9	17	2	10
Home Interests	8	57	23	47	48	45	26	49	9	45
Plays	3	21	13	27	26	25	6	11	4	20
Religion	7	50	24	49	37	35	14	26	10	50
Sports	7	50	12	24	34	32	7	13	6	30

adventure, followed by sports, religion, civil rights, home interests, biographies and plays. For females, the subjects enjoyed most were adventure, home interests, religion, biographies, civil rights, plays and sports (see Table 48). Elizabeth Warner Mc Elroy states that age appeared to have only a slight effect on reading interests.[1] It was true in this study, with the only variation being that the age group over sixty years showed more preference for home interests (see Table 51). A person's level of education seemed to determine the frequency he read and the greater variety of subjects he chose (see Table 52). It is interesting that those with the least education are the the ones who do the most religious reading. This concurs with the study by Mrs. Mc Elroy in which she points out that those with low income read more plays, poetry and religion.[2]

Source of Reading Material

The order of preference of respondents in Central City in obtaining reading material is to (1) buy their reading material--70 per cent, (2) borrow it from a friend--49 per cent, and (3) go to a library--27 per cent. When analyzed by sex and race, the findings are comparable to the overall picture--the public prefers to purchase its reading materials (see Tables 54 through 59). The study indicated that persons below the age of twenty-one used the library more often than any other age group (see Table 57), and that education, regardless of age, was conducive to library use (see Table 58). An explanation, in the writers' opinion, for the proclivity toward purchasing one's own reading materials lies in the desire to have materials always on hand. For example, in a few unexpected moments of free time, scanning a favorite novel can bring back remembrance,

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[1] Mc Elroy, "Subject Variety in Adult Reading," p. 262.

[2] *Ibid.*

TABLE 54

SOURCE OF READING MATERIAL BY SEX

Source	Male No.	Male %	Female No.	Female %	Total No.	Total %
Purchase	56	72	113	68	169	70
Borrow from Friends	32	41	88	53	120	49
Library	29	37	37	22	66	27
Other	7	9	11	7	18	7

TABLE 55

SOURCE OF READING MATERIAL BY RACE

Source	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %
Purchase	102	70	33	65	29	74	5	63
Borrow from Friends	69	48	31	61	18	46	2	25
Library	42	29	10	20	12	31	2	25
Other	13	9	1	2	3	8	1	13

TABLE 56

SOURCE OF READING MATERIAL BY ETHNIC GROUPS

Source	White No.	White %	Ethnic Groups No.	Ethnic Groups %
Purchase	102	70	67	68
Borrow from Friends	69	48	51	52
Library	42	29	24	24
Other	13	9	5	5

TABLE 57

SOURCE OF READING MATERIAL BY AGE

Source	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Purchase	15	65	39	78	20	80	25	78	18	60	15	65	37	62
Borrow from Friends	16	70	31	62	16	64	19	59	11	37	10	43	17	28
Library	13	57	10	20	10	40	8	25	9	30	6	26	10	17
Other	3	13	4	8	0	0	1	3	4	13	2	9	4	7

TABLE 58

SOURCE OF READING MATERIAL BY EDUCATION

Source	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
Purchase	14	40	43	64	55	75	57	84
Borrow from Friends	11	31	33	49	41	56	35	51
Library	4	11	11	16	22	30	29	43
Other	2	6	4	6	6	8	6	9

TABLE 59

SOURCE OF READING MATERIAL BY OCCUPATION

Source	Professional No.	Professional %	Semi-professional No.	Semi-professional %	Skilled No.	Skilled %	Semi-skilled No.	Semi-skilled %	Unemployed No.	Unemployed %
Purchase	10	71	39	80	74	70	32	60	13	65
Borrow from Friends	6	43	24	49	61	58	25	47	4	20
Library	6	43	20	41	33	31	4	8	3	15
Other	4	29	3	6	9	8	1	2	1	5

and thus the enjoyment felt at the time it was first read; or a good reference work can answer a question at the point of its origin and immediacy.

Library Card Possession

Because the residents were aware that the surveyors were representatives of the Salt Lake Public Library, statistics pertaining to library use may not be completely valid. It was felt, however, that general trends could be established which would aid the library staff in formulating appropriate programs. The question was asked whether the respondents had a Salt Lake Public Library card. Thirty-seven per cent checked one of the two affirmative answers: (1) Yes, in my own name, or (2) no, but my husband (wife) does. More males, 33 per cent, than females, 25 per cent, possessed a card (see Table 60). A remarkable discovery was made concerning library card possession by race. There were 46 per cent of the black community where either the respondent or his/her spouse had a library card, as compared with 38 per cent of the white community and 28 per cent of the Mexicano group (see Tables 61 and 62). Sixty-one per cent of individuals and/or their spouses within the age group below twenty-one years had library cards (see Table 63). Library card possession increased with educational level (see Table 64). The occupation possessing the greater number of library cards was the professions (see Table 65).

Library Use

Within the twelve-month period preceding the distribution of the questionnaire, approximately one-half of the respondents had used the library (51 per cent); 23 per cent of these had visited the library eight or more times. More men than women used the library (60 per cent male compared to

TABLE 60

LIBRARY CARD POSSESSION BY SEX

Possession	Male No.	 %	Female No.	 %	Total No.	 %
Yes, in my own name	26	33	42	25	68	28
No, but my husband (wife) does	6	8	15	9	21	9
No, neither of us has one	46	59	108	66	154	63
Totals	78	100	165	100	243	100

TABLE 61

LIBRARY CARD POSSESSION BY RACE

Possession	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %
Yes, in my own name	46	32	9	18	11	28	2	25
No, but my husband (wife) does	8	6	5	10	7	18	1	13
No, neither of us has one	91	63	37	73	21	54	5	63
Totals	145	101	51	101	39	100	8	101

TABLE 62

LIBRARY CARD POSSESSION BY ETHNIC GROUPS

Possession	White No.	White %	Ethnic Groups No.	Ethnic Groups %
Yes, in my own name	46	32	22	22
No, but my husband (wife) does	8	6	13	13
No, neither of us has one	91	63	63	64
Totals	145	101	98	99

TABLE 63

LIBRARY CARD POSSESSION BY AGE

Possession	Below 21 No.	Below 21 %	21-25 No.	21-25 %	26-30 No.	26-30 %	31-40 No.	31-40 %	41-50 No.	41-50 %	51-60 No.	51-60 %	Over 60 No.	Over 60 %
Yes, in my own name	12	52	12	24	9	36	6	19	11	37	7	30	11	18
No, but my husband (wife)does	2	9	4	8	3	12	3	9	1	3	3	13	5	8
No, neither of us has one	9	39	34	68	13	52	23	72	18	60	13	56	44	73
Totals	23	100	50	100	25	100	32	100	30	100	23	99	60	99

TABLE 64

LIBRARY CARD POSSESSION BY EDUCATION

Possession	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
Yes, in my own name	5	14	11	16	26	36	26	38
No, but my husband (wife) does	2	6	6	9	8	11	5	7
No, neither of us has one	28	80	50	75	39	54	37	54
Totals	35	100	67	100	73	101	68	99

TABLE 65

LIBRARY CARD POSSESSION BY OCCUPATION

Possession	Professional No.	Professional %	Semi-professional No.	Semi-professional %	Skilled No.	Skilled %	Semi-skilled No.	Semi-skilled %	Unemployed No.	Unemployed %
Yes, in my own name	7	47	20	41	40	38	16	14	6	30
No, but my husband (wife) does	2	13	5	10	9	8	2	5	3	15
No, neither of us has one	6	40	24	49	57	54	35	81	11	55
Totals	15	100	49	100	106	100	53	100	20	100

48 per cent female). Men used the library more often--33 per cent had used it eight or more times within the twelve-month period with only 19 per cent of the women using it that frequently (see Table 66). Eighty-two per cent of the black group had used the library within the preceding twelve months, the Mexicanos 75 per cent, and the white 61 per cent. Of those who had used the library, the Mexicanos, with fewer library cards, had frequented the library more often than the whites or blacks (see Table 67). Forty-six per cent of the black group possessed library cards and yet, 82 per cent of the black group had taken advantage of library facilities within the preceding year. The white group almost doubled in persons visiting the library in ratio to those who had cards (38 per cent with cards and 61 per cent had been to the library). A comparison of the white group with the ethnic groups discloses that 61 per cent of the whites had used the library compared with 77 per cent of the ethnic groups (see Table 68). In answer to the question, "Do you use the library?", the response herein of 51 per cent indicates that Central City residents are more frequent users of the library than might have been projected. A general survey conducted by Berelson in 1948 described a response of 30 per cent to this question.[1] The gap in percentages of those using the library in Central City and those answering the question in the Berelson study could be due to a time differential of twenty-three years.

Library use was intensified during the student years and continued strong up until the age of fifty when it began to diminish and dropped off sharply after the age of sixty. Those persons who had a high school education or training beyond high school were inclined to be more frequent users

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[1] Berelson, The Library's Public, p. 31.

TABLE 66

FREQUENCY OF LIBRARY USE WITHIN A TWELVE-MONTH PERIOD BY SEX

Frequency	Male No.	Male %	Female No.	Female %	Total No.	Total %
1-3 Times	13	17	27	16	40	16
4-7 Times	8	10	22	13	30	12
8 or More Times	26	33	31	19	57	23
None	31	40	85	53	116	49
Totals	78	100	165	101	243	100

TABLE 67

FREQUENCY OF LIBRARY USE WITHIN A TWELVE-MONTH PERIOD BY RACE

Frequency	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %
1-3 Times	49	34	21	41	20	51	4	50
4-7 Times	24	17	6	12	9	23	1	13
8 or More Times	15	10	11	22	3	8	1	13
None	57	39	13	25	7	18	2	25
Totals	145	100	51	100	39	100	8	101

TABLE 68

FREQUENCY OF LIBRARY USE WITHIN A TWELVE-MONTH PERIOD BY ETHNIC GROUPS

Frequency	White No.	White %	Ethnic Groups No.	Ethnic Groups %
1-3 Times	49	34	45	46
4-7 Times	24	17	16	16
8 or More Times	15	10	15	15
None	57	39	22	22
Totals	145	100	98	99

of the library facilities, 63 per cent. The less education a person had, the less likely he was to visit the library (see Table 70). Vast improvements have been made in quality and selection of library facilities available to the public during the past two decades. Paralleling this, changes have been wrought in our educational system. As schools have developed, they have placed emphasis on teaching students how to use libraries. The writers surmise that it would then be a natural consequence that younger generations today who have had instruction in library use would be more comfortable and competent in making use of the facilities offered at a public library. This would then account for the fact that library use falls off with age (see Table 69); many of those over sixty living today would be at a loss to locate what they desired in a library without personal instruction and professional assistance. Perhaps in another decade, library use by age and education will have changed considerably from the picture in this study.

Another thought, set forth by the writers of this paper, contributing to a dimution of library use by older citizens could be limitations imposed by health. It is commendable for the Salt Lake Public Library that the administration is cognizant that there are numerous persons who would take advantage of library services if health permitted. A recent article in the Deseret News (June 19, 1972) informed the public that the Salt Lake Public Library has initiated a new service, Books on Delivery (BOND), whereby library materials are delivered by volunteers to area shut-ins.

Library card possession does not necessarily indicate library use, and library use is not contingent upon possession of a library card. In looking at the occupations, the professionals had more library cards, yet

TABLE 69

FREQUENCY OF LIBRARY USE WITHIN A TWELVE-MONTH PERIOD BY AGE

Frequency	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1-3 Times	8	35	13	26	5	20	5	16	2	7	2	9	5	8
4-7 Times	2	8	5	10	5	20	8	25	4	13	3	13	3	5
8 or More Times	6	26	8	16	8	32	11	34	10	33	5	22	9	15
None	7	30	24	48	7	28	8	25	14	47	13	57	43	72
Totals	23	99	50	100	25	100	32	100	30	100	23	101	60	100

TABLE 70

FREQUENCY OF LIBRARY USE WITHIN A TWELVE-MONTH PERIOD BY EDUCATION

Frequency	Less than 8th		9th-11th		12th		Beyond H.S.	
	No.	%	No.	%	No.	%	No.	%
1-3 Times	2	6	6	7	17	23	15	22
4-7 Times	1	3	10	15	11	15	8	12
8 or More Times	7	21	13	19	17	23	20	29
None	25	71	38	57	28	39	25	36
Totals	35	101	67	98	73	100	68	99

TABLE 71

FREQUENCY OF LIBRARY USE WITHIN A TWELVE-MONTH PERIOD BY OCCUPATION

Frequency	Professional		Semi-professional		Skilled		Semi-skilled		Unemployed	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3 Times	2	13	12	24	18	17	8	15	0	0
4-7 Times	1	7	11	22	13	12	3	6	2	10
8 or More Times	3	20	10	20	34	32	8	15	2	10
None	9	60	16	33	41	39	34	64	16	80
Totals	15	100	49	99	106	100	53	100	20	100

the semi-professional group used the library more (see Table 71). Eighty-four per cent of the respondents who possessed library cards in their own names had visited the library during a twelve-month period of time. Sixty-six per cent of those who had a spouse with a library card responded that they had used the library within the same period of time (see Table 72). Those figures would indicate that a propensity does exist in Central City for library use by those who possess library cards.

Non-use of Library

A question was included in the survey which asked the respondents to check their reasons for library non-use on a given list. The reason most often checked was that they bought or already owned the books they needed. A number of them felt that they had no need of library materials. Others felt that it was hard to get to the library. Nine individuals felt that the library did not have what they needed, and eight responded that the library was not open when they needed to use it (see Tables 73 through 78).

Library Services Used

Paramount to adequate selection, a librarian must be aware of which services his patrons use. Facilities are incorporated into library systems on the premise that they are in demand and will be used by the clientele. In the Central City area, the patrons preferred library services in the following order: books, magazines, information service, newspapers, audio facilities, enrichment (lectures, movies, discussions), and aesthetics (art prints, slides, recitals) (see Tables 79 through 84). The writers suspect that there is an attitude prevalent in the community that a library is a collection of books--no more. Carefully directed publicity would be needed to counteract this outdated impression.

TABLE 72

COMPARISON OF LIBRARY CARD POSSESSION WITH FREQUENCY OF LIBRARY USE

	Number of Visits									
	1-3 Times		4-7 Times		8 or More		None		Totals	
Possession	No.	%	No.	%	No.	%	No.	%	No.	%
Yes, in my own name	17	25	11	16	29	43	11	17	68	101
No, but my husband (wife) does	3	14	7	33	4	19	7	33	21	99
No, neither of us has one	18	12	11	7	21	14	104	67	154	100

TABLE 73

REASONS FOR NON-USE OF LIBRARY BY SEX

Reasons	Male		Female		Total	
	No.	%	No.	%	No.	%
Have no need to use library materials	10	13	29	18	39	16
I buy or already own the books I need to use	26	33	53	32	79	33
It is hard to get to the Public Library	4	5	30	18	34	14
The library is not open when I need to use it	2	3	6	4	8	3
The public library does not have what I need	4	5	5	3	9	4

TABLE 74

REASONS FOR NON-USE OF LIBRARY BY RACE

Reasons	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
Have no need to use library materials	19	13	12	24	6	15	2	25
I buy or already own the books I need to use	47	32	14	27	15	38	3	38
It is hard to get to the public library	20	14	5	10	5	13	4	50
The library is not open when I need to use it	3	2	1	2	4	10	0	0
The public library does not have what I need	3	2	1	2	5	13	0	0

TABLE 75

REASONS FOR NON-USE OF LIBRARY BY THE ETHNIC GROUPS

Reasons	White No.	%	Ethnic Groups No.	%
Have no need to use library materials	19	13	20	20
I buy or already own the books I need to use	47	32	32	33
It is hard to get to the public library	20	14	14	14
The library is not open when I need to use it	3	2	5	5
The public library does not have what I need	3	2	6	6

TABLE 76

REASONS FOR NON-USE OF LIBRARY BY AGE

Reasons	Below 21 No.	%	21-25 No.	%	26-30 No.	%	31-40 No.	%	41-50 No.	%	51-60 No.	%	Over 60 No.	%
Have no need to use library materials	2	9	10	20	2	8	5	16	5	17	4	17	11	18
I buy or already own the books I need to use	4	17	15	30	6	24	9	28	12	40	8	35	25	42
It is hard to get to the public library	4	17	6	12	4	16	8	25	2	7	2	9	8	13
The library is not open when I need to use it	3	13	2	4	0	0	1	3	0	0	1	4	1	2
The public library does not have what I need	2	9	1	2	2	8	2	6	0	0	0	0	2	3

TABLE 77

REASONS FOR NON-USE OF LIBRARY BY EDUCATION

Reasons	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
Have no need to use library materials	7	20	18	27	8	11	6	9
I buy or already own the books I need to use	15	43	22	33	21	29	21	31
It is hard to get to the public library	2	6	13	19	11	15	8	12
The library is not open when I need to use it	0	0	2	3	3	4	3	4
The public library does not have what I need	1	3	3	4	2	3	3	4

TABLE 78

REASONS FOR NON-USE OF LIBRARY BY OCCUPATION

Reasons	Professional No.	Professional %	Semi-professional No.	Semi-professional %	Skilled No.	Skilled %	Semi-skilled No.	Semi-skilled %	Unemployed No.	Unemployed %
Have no need to use library materials	0	0	6	12	17	16	14	26	2	10
I buy or already own the books I need to use	5	36	14	29	33	31	17	32	9	45
It is hard to get to the public library	3	21	5	10	16	15	10	19	0	0
The library is not open when I need to use it	0	0	0	0	5	.5	3	6	0	0
The public library does not have what I need	0	0	1	2	4	4	4	8	0	0

TABLE 79

LIBRARY SERVICES USED BY SEX

Services	Male		Female		Total	
	No.	%	No.	%	No.	%
Books	48	62	75	45	123	51
Magazines	24	31	37	22	61	25
Newspapers	15	19	24	15	39	16
Music recitals, movies, lectures, talks, group library tours	10	13	12	7	22	9
Framed art prints and slides	3	4	8	5	11	5
Tapes and records	13	17	14	8	27	11
Information	20	26	35	21	55	23

TABLE 80

LIBRARY SERVICES USED BY RACE

Services	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
Books	107	74	10	20	6	15	0	0
Magazines	50	34	7	14	4	10	0	0
Newspapers	34	23	1	2	3	8	1	13
Music recitals, movies, lectures talks, group library tours	20	14	0	0	1	3	1	13
Framed art prints and slides	1	1	7	14	3	8	0	0
Tapes and records	11	8	9	18	6	15	1	13
Information	17	12	20	39	14	36	4	50

TABLE 81

LIBRARY SERVICES USED BY ETHNIC GROUPS

Services	White No.	White %	Ethnic Groups No.	Ethnic Groups %
Books	107	74	16	16
Magazines	50	34	11	11
Newspapers	34	23	5	5
Music recitals, movies, lectures, talks, group library tours	20	14	2	2
Framed art prints and slides	1	1	10	10
Tapes and records	11	7	16	16
Information	17	12	38	39

TABLE 82

LIBRARY SERVICES USED BY AGE

Services	Below 21 No.	Below 21 %	21-25 No.	21-25 %	26-30 No.	26-30 %	31-40 No.	31-40 %	41-50 No.	41-50 %	51-60 No.	51-60 %	Over 60 No.	Over 60 %
Books	18	78	31	62	16	64	19	59	14	47	11	48	14	23
Magazines	13	57	17	34	11	44	5	16	7	23	4	17	4	7
Newspapers	8	35	15	30	5	20	1	3	5	17	2	9	3	5
Music recitals, movies, lectures, talks, group library tours	5	22	7	14	5	20	1	3	3	10	1	4	0	0
Framed art prints and slides	3	13	4	8	0	0	0	0	2	7	2	9	0	0
Tapes and records	7	30	12	24	5	20	4	13	2	7	2	9	1	2
Information	11	48	21	42	8	32	11	34	5	17	2	9	6	10

TABLE 83

LIBRARY SERVICES USED BY EDUCATION

Services	Less than 8th		9th-11th		12th		Beyond H.S.	
	No.	%	No.	%	No.	%	No.	%
Books	9	26	28	42	41	56	45	66
Magazines	3	9	10	15	21	29	27	40
Newspapers	2	6	4	6	11	15	22	32
Music recitals, movies, lectures, talks, group library tours	1	3	1	1	7	10	13	19
Framed art prints and slides	0	0	1	1	6	8	4	6
Tapes and records	2	6	4	6	10	14	11	16
Information	3	9	12	18	22	30	18	26

TABLE 84

LIBRARY SERVICES USED BY OCCUPATION

Services	Professional		Semi-professional		Skilled		Semi-skilled		Unemployed	
	No.	%	No.	%	No.	%	No.	%	No.	%
Books	10	71	32	65	64	60	13	25	4	20
Magazines	4	29	18	37	29	27	9	17	1	5
Newspapers	3	21	9	18	20	19	4	8	3	15
Music recitals, movies, lectures, talks, group library tours	3	21	7	14	11	10	1	2	0	0
Framed art prints and slides	1	7	5	10	4	4	1	2	0	0
Tapes and records	2	14	6	12	17	16	2	4	0	0
Information	1	7	18	37	25	24	7	13	3	15

Choice of Library Used

It appears reasonable that patrons would use that library which was nearest to their homes, or which offered the facilities most desired. In this respect, Central City respondents were no exception to this generalizations as 43 per cent of them had used the central library (the one closest to their homes) within the preceding year. The proximity of the library to the potential patrons appeared to be an essential consideration in choice of library (see Tables 85 through 90).

Public Relations

Public relations is the vital link between the institution and the community. The purpose of publicity is to direct propaganda to potential clientele in order to generate impressions upon the public's mind that will result in their acceptance of a service. Of all those responding to the survey, 45 per cent had read about, heard about, or seen advertising pertaining to the Salt Lake Public Library (see Tables 91 through 96). The writers presume that the library has not been directing successful public relations programs toward the minority groups as only 7 per cent of the ethnic groups recalled reading, hearing, or seeing anything on the Salt Lake Public Library (see Table 93). It is hypothesized that the more education a person has, the more aware he becomes of his surroundings--in this case the publicity appurtenant to the Salt Lake Public Library.

Non-English Languages

Collective figures represented that 40 per cent of the sample consisted of minority groups; thus, it was felt that it would be of value to the library administration to know if there was a specific public that had language ability that was not being serviced. It was discovered that

TABLE 85

LIBRARIES USED IN A YEAR BY SEX

Library	Male		Female		Total	
	No.	%	No.	%	No.	%
None	23	29	73	44	96	40
Salt Lake Public	37	47	67	41	104	43
Chapman Branch	4	5	2	1	6	2
Rose Park Branch	0	0	1	1	1	0
Sprague Branch	1	1	5	3	6	2
Other	12	15	16	10	28	12

TABLE 86

LIBRARIES USED IN A YEAR BY RACE

Library	White No.	 %	Mexicano No.	 %	Black No.	 %	Other No.	 %
None	51	35	24	47	17	44	4	50
Salt Lake Public	63	43	22	43	16	41	3	38
Chapman Branch	4	3	1	2	1	3	0	0
Rose Park Branch	3	2	0	0	0	0	0	0
Sprague Branch	3	2	2	4	1	3	0	0
Other	21	14	3	6	3	8	1	13

TABLE 87

LIBRARIES USED IN A YEAR BY ETHNIC GROUPS

Library	White No.	 %	Ethnic Groups No.	 %
None	51	35	45	46
Salt Lake Public	63	43	41	42
Chapman Branch	4	3	2	2
Rose Park Branch	3	2	0	0
Sprague Branch	3	2	3	3
Other	21	14	7	7

TABLE 88

LIBRARIES USED IN A YEAR BY AGE

Library	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	4	17	21	42	8	32	11	34	13	43	10	43	29	48
Salt Lake Public	16	70	19	38	12	48	18	56	14	47	9	39	16	27
Chapman Branch	1	4	1	2	2	8	1	3	0	0	1	4	0	0
Rose Park Branch	0	0	1	2	0	0	0	0	0	0	0	0	0	0
Sprague Branch	1	4	2	4	3	12	0	0	0	0	0	0	0	0
Other	7	30	9	18	5	20	3	9	2	7	1	4	1	2

TABLE 89

LIBRARIES USED IN A YEAR BY EDUCATION

Library	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
None	20	57	34	51	23	32	19	28
Salt Lake Public	8	23	24	36	36	49	36	53
Chapman Branch	0	0	0	0	4	5	2	3
Rose Park Branch	0	0	0	0	1	1	0	0
Sprague Branch	0	0	1	1	4	5	1	2
Other	0	0	3	5	8	11	17	25

TABLE 90

LIBRARIES USED IN A YEAR BY OCCUPATION

Library	Professional No.	Professional %	Semi-Professional No.	Semi-Professional %	Skilled No.	Skilled %	Semi-Skilled No.	Semi-Skilled %	Unemployed No.	Unemployed %
None	1	7	18	37	40	38	26	49	10	50
Salt Lake Public	6	43	28	57	52	49	14	26	4	20
Chapman Branch	1	7	1	2	3	3	1	2	0	0
Rose Park Branch	0	0	0	0	1	1	0	0	0	0
Sprague Branch	0	0	1	2	3	3	2	4	0	0
Other	3	21	8	16	16	15	1	2	0	0

TABLE 91

AWARENESS OF PUBLICITY ABOUT THE SALT LAKE CITY PUBLIC LIBRARY BY SEX

Source	Male		Female		Total	
	No.	%	No.	%	No.	%
None	34	44	82	50	116	47
Newspaper, Radio, Television	39	50	71	43	110	45
Other	5	6	12	7	17	7
Totals	78	100	165	100	243	99

TABLE 92

AWARENESS OF PUBLICITY ABOUT THE SALT LAKE CITY PUBLIC LIBRARY BY RACE

Source	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
None	28	19	45	88	36	92	8	100
Newspapers, Radio, Television	103	71	5	10	2	5	0	0
Other	14	10	1	2	1	3	0	0
Totals	145	100	51	100	39	100	8	100

TABLE 93

AWARENESS OF PUBLICITY ABOUT THE SALT LAKE CITY PUBLIC LIBRARY BY ETHNIC GROUPS

Source	White		Ethnic Groups	
	No.	%	No.	%
None	28	19	89	91
Newspapers, Radio, Television	103	71	7	7
Other	14	10	2	2
Totals	145	100	98	100

TABLE 94

AWARENESS OF PUBLICITY ABOUT THE SALT LAKE CITY PUBLIC LIBRARY BY AGE

Source	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	13	55	23	46	9	36	12	38	12	40	12	52	35	58
Newspapers, Radio, Television	9	39	22	44	12	48	17	53	15	50	11	48	24	40
Other	1	4	5	10	4	16	3	9	3	10	0	0	1	2
Totals	23	98	50	100	25	100	32	100	30	100	23	100	60	100

TABLE 95

AWARENESS OF PUBLICITY ABOUT THE SALT LAKE CITY PUBLIC LIBRARY BY EDUCATION

Source	Less than 8th		9th-11th		12th		Beyond H.S.	
	No.	%	No.	%	No.	%	No.	%
None	24	69	35	52	28	38	29	43
Newspapers, Radio, Television	10	29	30	45	40	55	30	44
Other	1	3	2	3	5	7	9	13
Totals	35	101	67	100	73	100	68	100

TABLE 96

AWARENESS OF PUBLICITY ABOUT THE SALT LAKE CITY PUBLIC LIBRARY BY OCCUPATION

Source	Professional		Semi-professional		Skilled		Semi-skilled		Unemployed	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	6	40	20	41	43	41	36	68	11	55
Newspapers, Radio, Television	8	53	22	45	55	52	16	30	9	45
Other	1	7	7	14	8	8	1	2	0	0
Totals	15	100	49	100	106	101	53	100	20	100

16 per cent of the respondents read Spanish, 7 per cent read German, and that 5 per cent read French (see Tables 97 through 102). An analysis of those with non-English languages by race showed that 61 per cent of the Mexicanos read Spanish, and that German and French were read mostly by the white group (see Tables 98 and 99). It was discovered that the Spanish language was not confined to the older members of the population, but that there were a number of younger respondents who read Spanish (see Table 100). Percentages on Tables 103 through 114 are based on the answers of the eighty-four respondents who read a non-English language, not on the total sample. Forty-six per cent of those who read non-English languages had read one or more non-English books within the year (see Tables 103 through 108). Twenty-seven per cent of those reading non-English books purchased their own copies, 25 per cent borrowed from friends, and only 13 per cent said they obtained it at the public library (see Tables 109 through 114). Source of non-English materials considered by age and education supports the findings that the people prefer to purchase (see Tables 112 and 113). Of the group who had completed high school or had additional training beyond high school, 41 per cent preferred to purchase their materials, with only 5 per cent using the library.

Magazines Read Regularly

Table 115 shows the magazines regularly read by Central City respondents.

Story-Hour and the Summer Reading Program

Results of the survey concerning the library's services for children are set forth in Tables 116 through 126. Respondents were asked

TABLE 97

NON-ENGLISH LANGUAGES READ BY SEX

Language	Male No.	Male %	Female No.	Female %	Total No.	Total %
German	11	14	5	3	16	7
French	5	6	7	4	12	5
Spanish	11	14	28	17	39	16
Other	6	8	11	7	17	7

TABLE 98

NON-ENGLISH LANGUAGES READ BY RACE

Language	White		Mexicano		Black		Other	
	No.	%	No.	%	No.	%	No.	%
German	15	10	0	0	1	3	0	0
French	9	6	0	0	2	5	1	13
Spanish	5	3	31	61	2	5	1	13
Other	10	7	1	2	0	0	6	75

TABLE 99

NON-ENGLISH LANGUAGES READ BY ETHNIC GROUPS

Language	White		Ethnic Groups	
	No.	%	No.	%
German	15	10	1	1
French	9	6	3	3
Spanish	5	3	34	35
Other	10	7	7	7

TABLE 100

NON-ENGLISH LANGUAGES READ BY AGE

Language	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
German	1	4	2	4	1	4	1	3	4	13	2	9	5	8
French	3	13	3	6	3	12	1	3	2	7	0	0	0	0
Spanish	6	26	12	24	3	12	7	22	5	17	0	0	6	10
Other	1	4	5	10	0	0	2	6	4	13	1	4	4	7

TABLE 101

NON-ENGLISH LANGUAGES READ BY EDUCATION

Language	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
German	3	9	2	3	4	5	7	10
French	1	3	0	0	6	8	5	7
Spanish	8	23	15	22	13	18	3	4
Other	0	0	4	6	6	8	7	10

TABLE 102

NON-ENGLISH LANGUAGES READ BY OCCUPATION

Language	Professional No.	Professional %	Semi-professional No.	Semi-professional %	Skilled No.	Skilled %	Semi-skilled No.	Semi-skilled %	Unemployed No.	Unemployed %
German	5	36	1	2	6	6	2	4	2	10
French	1	7	5	10	5	5	0	0	0	0
Spanish	1	7	6	12	21	20	9	17	2	10
Other	1	7	2	4	8	8	4	8	2	10

TABLE 103

NON-ENGLISH BOOKS READ IN A YEAR BY SEX

Number	Male No.	Male %[a]	Female No.	Female %	Total No.	Total %
None	19	58	26	51	45	54
One	3	9	8	16	11	13
Two	6	18	7	14	13	15
Three	3	9	3	3	6	7
Four or More	2	6	7	14	9	11
Totals	33	100	51	98	84	100

[a] Percentages for Tables 103 through 114 are based on the answers of the eighty-four respondents who read a non-English language, not on the total sample.

TABLE 104

NON-ENGLISH BOOKS READ IN A YEAR BY RACE

Number	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %
None	23	59	17	53	1	20	4	50
One	5	13	4	13	1	20	1	13
Two	6	15	3	9	2	40	2	25
Three	3	8	3	9	0	0	0	0
Four or More	2	5	5	16	1	20	1	13
Totals	39	100	32	100	5	100	8	101

TABLE 105

NON-ENGLISH BOOKS READ IN A YEAR BY ETHNIC GROUPS

Number	White No.	White %	Ethnic Groups No.	Ethnic Groups %
None	23	59	22	49
One	5	13	6	13
Two	6	15	7	15
Three	3	8	3	7
Four or More	2	5	7	15
Totals	39	100	45	99

TABLE 106

NON-ENGLISH BOOKS READ IN A YEAR BY AGE

Number	Below 21 No.	Below 21 %	21-25 No.	21-25 %	26-30 No.	26-30 %	31-40 No.	31-40 %	41-50 No.	41-50 %	51-60 No.	51-60 %	Over 60 No.	Over 60 %
None	6	54	13	59	4	57	4	36	9	60	3	100	7	47
One	4	36	2	9	1	14	1	9	1	6	0	0	2	13
Two	1	9	3	16	1	14	2	18	2	13	0	0	4	27
Three	0	0	2	9	0	0	1	9	1	6	0	0	1	7
Four or More	0	0	2	9	1	14	3	27	2	13	0	0	1	7
Totals	11	99	22	102	7	99	11	99	15	98	3	100	15	101

TABLE 107

NON-ENGLISH BOOKS READ IN A YEAR BY EDUCATION

Number	Less than 8th No.	Less than 8th %	9th-11th No.	9th-11th %	12th No.	12th %	Beyond H.S. No.	Beyond H.S. %
None	5	42	15	71	15	52	10	45
One	3	25	2	10	3	10	3	14
Two	2	17	3	14	4	14	4	18
Three	2	17	0	0	3	10	1	5
Four or More	0	0	1	5	4	14	4	18
Totals	12	101	21	100	29	100	22	100

TABLE 108

NON-ENGLISH BOOKS READ IN A YEAR BY OCCUPATION

Number	Professional No.	Professional %	Semi-professional No.	Semi-professional %	Skilled No.	Skilled %	Semi-skilled No.	Semi-skilled %	Unemployed No.	Unemployed %
None	5	63	5	36	23	56	10	67	3	50
One	0	0	2	14	7	17	1	7	1	17
Two	1	13	2	14	7	17	2	13	1	17
Three	1	13	3	21	1	2	0	0	1	17
Four or More	1	13	2	14	3	7	2	13	0	0
Totals	8	102	14	99	41	99	15	100	6	101

TABLE 109

SOURCE OF NON-ENGLISH MATERIALS BY SEX

Source	Male		Female		Total	
	No.	%	No.	%	No.	%
Library	5	15	6	12	11	13
Purchase	9	27	14	27	23	27
From Friends	4	12	17	33	21	25
Other	15	45	14	27	29	35
Totals	33	99	51	99	84	100

TABLE 110

SOURCE OF NON-ENGLISH MATERIALS BY RACE

Source	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %
Library	6	15	2	6	3	60	0	0
Purchase	9	23	9	28	2	40	3	38
From Friends	8	21	12	38	0	0	1	13
Other	16	41	9	28	0	0	4	50
Totals	39	100	32	100	5	100	8	101

TABLE 111

SOURCE OF NON-ENGLISH MATERIALS BY ETHNIC GROUPS

Source	White No.	White %	Ethnic Groups No.	Ethnic Groups %
Library	6	15	5	11
Purchase	9	23	14	31
From Friends	8	21	13	28
Other	16	41	13	28
Totals	39	100	45	98

TABLE 112

SOURCE OF NON-ENGLISH MATERIALS BY AGE

Source	Below 21		21-25		26-30		31-40		41-50		51-60		Over 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Library	1	9	3	14	1	14	2	18	2	13	0	0	2	13
Purchase	3	27	6	27	3	43	5	45	1	7	1	33	4	27
From Friends	2	18	7	32	0	0	4	36	3	20	0	0	5	33
Other	5	45	6	27	3	43	0	0	9	60	2	67	4	27
Totals	11	99	22	100	7	100	11	99	15	100	3	100	15	100

TABLE 113

SOURCE OF NON-ENGLISH MATERIALS BY EDUCATION

Source	Less than 8th No.	%	9th-11th No.	%	12th No.	%	Beyond H.S. No.	%
Library	2	17	0	0	8	28	1	5
Purchase	1	8	4	19	9	31	9	41
From Friends	4	33	7	33	5	17	5	23
Other	5	42	10	48	7	24	7	32
Totals	12	100	21	100	29	100	22	101

TABLE 114

SOURCE OF NON-ENGLISH MATERIALS BY OCCUPATION

Source	Professional No.	%	Semi-professional No.	%	Skilled No.	%	Semi-skilled No.	%	Unemployed No.	%
Library	0	0	2	14	7	18	1	7	1	17
Purchase	2	25	3	21	9	22	6	40	2	33
From Friends	1	13	5	36	8	20	6	40	1	17
Other	5	63	4	29	17	41	2	13	2	33
Totals	8	101	14	100	41	101	15	100	6	100

TABLE 115

MAGAZINES READ REGULARLY

Magazine	Male No.	Male %	Female No.	Female %	Total No.	Total %
Reader's Digest	29	37	73	44	102	42
Newsweek or Time	27	35	25	15	52	21
Life	20	26	52	32	72	30
Ebony	13	17	19	12	32	13
Better Homes and Gardens, Sunset, Home Beautiful	14	18	56	34	70	29
Sepia	4	5	4	2	8	3
Other	35	45	50	30	85	35

to place each of their children in one of three age groups which appeared on the questionnaire: 0-5 years, 6-12 years, and 13-18 years. It was found that 162 of the total 243 respondents had one or more children in one or more of the three groups (see Tables 116 through 118), with a total of 276 children in all (see Table 119). In studying the results, it was discovered that only 12 per cent had children who had participated in the library's story-hour (see Table 120). The two main reasons given for not attending were that they did not know there was a story-hour, and that they did not know when story-hour was held (see Tables 121 through 123). The preferred days and times for a story-hour program were, in order: Tuesday afternoon, Tuesday evening, Saturday afternoon, and Tuesday morning. As for pre-schoolers, only 18 per cent of the respondents with children in the age group 0-5 years stated that they availed themselves of library resources so that they could read to their pre-schoolers (see Table 125). An astonishing 2 per cent (a mere three families) had had any experience with the summer reading program during the past year (see Table 126).

Summary

1. The first three reasons for reading, as given by the Central City respondents, were: (1) recreation and enjoyment, (2) self-education, and (3) civil rights and current issues.

2. Newspapers were the most popular medium, followed by magazines, hardcover books and paperbacks.

3. The males read more widely and more often than the females in the study.

4. The most frequent readers of paperback books were those in the age group twenty-six to thirty years.

TABLE 116

RESPONDENTS WHO HAD CHILDREN

Age of Children	Male		Female		Total	
	No.	%	No.	%	No.	%
0-5 Years	16	20	55	35	71	29
6-12 Years	9	11	42	26	51	21
13-18 Years	13	16	27	17	40	16

TABLE 117

RESPONDENTS WHO HAD CHILDREN BY RACE

Age of Children	White No.	 %[a]	Mexicano No.	 %	Black No.	 %	Other No.	 %	Total No.	 %
0-5 Years	36	51	19	27	15	21	1	1	71	100
6-12 Years	20	39	18	35	9	18	4	8	51	100
13-18 Years	14	35	13	33	8	20	5	13	40	101

[a] Percentages on Tables 117 and 118 are based on the answers of the 162 respondents who had children, not on the total sample.

TABLE 118

RESPONDENTS WHO HAD CHILDREN BY ETHNIC GROUPS

Age of Children	White No.	 %	Ethnic Groups No.	 %	Total No.	 %
0-5 Years	36	51	35	49	71	100
6-12 Years	20	39	31	61	51	100
13-18 Years	14	35	26	65	40	100

TABLE 119

NUMBER OF CHILDREN OF THE RESPONDENTS BY RACE AND AGE

	Race									
	White[a]		Mexicano		Black		Other		Total	
Age	No.	%	No.	%	No.	%	No.	%	No.	%
0-5 Years	44	42	36	34	22	21	2	2	104	100
6-12 Years	30	31	42	43	19	19	7	7	98	100
13-18 Years	21	28	31	42	12	16	10	14	74	100

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[a] Percentages are based on the total number of respondents' children within each age group.

TABLE 120

ATTENDANCE OF CHILDREN AT STORY-HOUR BY SEX

Attendance	Male No.	Male %[a]	Female No.	Female %	Total No.	Total %
Yes	5	20	10	10	15	12
No	20	80	87	90	107	88
Totals	25	100	97	100	122	100

[a] Percentages are based on total respondents who had children in the age group 0-12, not on total respondents.

TABLE 121

REASONS CHILDREN DO NOT ATTEND STORY-HOUR BY SEX

Reasons	Male		Female		Total	
	No.	%[a]	No.	%	No.	%
Do not know when story-hour is held	5	25	22	25	27	25
Time is not convenient	1	5	7	8	8	7
Did not know library had a story-hour	6	30	22	25	28	26
Story-hour day not convenient	3	15	2	2	5	5
No way for children to get to library	1	5	13	15	14	13

[a] Percentages for Tables 121, 122 and 123 are based on the number of respondents who answered "no" to children's attendance at story-hour on Table 120.

TABLE 122

REASONS CHILDREN DO NOT ATTEND STORY-HOUR BY RACE

Reasons	White No.	White %	Mexicano No.	Mexicano %	Black No.	Black %	Other No.	Other %	Total No.	Total %
Do not know when story-hour is held	9	33	12	44	5	19	1	4	27	100
Time not convenient	1	13	5	63	2	25	0	0	8	101
Did not know library had a story-hour	11	39	10	36	7	25	0	0	28	100
Story-hour day not convenient	1	20	3	60	1	20	0	0	5	100
No way for children to get to library	4	29	3	21	5	36	2	14	14	100

TABLE 123

REASONS CHILDREN DO NOT ATTEND STORY-HOUR BY ETHNIC GROUPS

Reasons	White		Ethnic Groups		Total	
	No.	%	No.	%	No.	%
Do not known when story-hour is held	9	33	18	67	27	100
Time is not convenient	1	13	7	88	8	101
Did not know library had a story-hour	11	39	17	61	28	100
Story-hour day not convenient	1	20	4	80	5	100
No way for children to get to library	4	29	10	71	14	100

TABLE 124

STORY-HOUR PREFERENCE BY TIME AND DAY

	Time of Day					
	Morning		Afternoon		Evening	
Day of Week	No.	%[a]	No.	%	No.	%
Sunday	13	11	11	9	7	6
Monday	7	6	8	7	4	3
Tuesday	21	17	37	30	27	22
Wednesday	6	5	8	7	3	2
Thursday	6	5	6	5	4	3
Friday	6	5	13	11	5	4
Saturday	16	13	26	21	16	13

[a] Percentages are based on the total number of respondents who had children 0-12 years of age.

TABLE 125

NUMBER OF RESPONDENTS CHECKING BOOKS OUT TO READ TO PRE-SCHOOLERS

Check Out Books	Male No.	Male %[a]	Female No.	Female %	Total No.	Total %
Yes	4	25	9	16	13	18
No	12	75	46	84	58	82
Totals	16	100	55	100	71	100

[a] Percentages are based on the total number of respondents who had children 0-5 years old.

TABLE 126

PARTICIPATION IN LIBRARY SUMMER READING PROGRAM

Participation	Male No.	Male %[a]	Female No.	Female %	Total No.	Total %
Yes	1	4	2	2	3	2
No	11	44	34	35	45	37
Did not know about Summer Reading Program	13	52	61	63	74	61
Totals	25	100	97	100	122	100

[a] Percentages are based on the total number of respondents who had children 0-12 years old.

5. Persons in the professions read more of every form of reading material more frequently than those in other occupational categories. They did not use the library more frequently than other occupational groups, but they did possess a greater number of library cards.

6. Central City respondents read fewer books than those in a national survey.

7. The subjects most enjoyed, in order of preference, were: adventure, home interests, religion, biographies, sports and plays.

8. Respondents, regardless of all sociological factors, preferred to purchase their own books, magazines, newspapers, and all other forms of reading material. The last choice was to obtain it from the library.

9. Fifty-one per cent of all respondents had used the library within the previous year.

10. Almost one-half (46 per cent) of the black community had a library card in their own name or in the name of their spouse. Males possessed more library cards than the females in the study; in addition, more males used the library and they used it more frequently. Of those who used the library, the Mexicanos, with fewer library cards, frequented it more often than the other racial groups. Library card possession did not necessarily indicate library use, and library use was not contingent upon library card possession.

11. The less education a person had, the less likely he was to use the library. Education was the most important single factor in determining frequency and variety of reading, library card possession and library use.

12. Library use diminished after the age of sixty and was most intensified during the student years.

13. The most common reason checked for non-use of library services was that they purchased or already owned the books they needed.

14. Services used at the library, in order of frequency, were: books, magazines, information service, and newspapers.

15. The proximity of the library to the patrons was the essential consideration in choice of library. The majority of the Central City respondents used the Salt Lake Public Library on Fifth South in Salt Lake.

16. Sixty-one per cent of the Mexicanos read Spanish; German and French were read mostly by the white group.

17. Ninety-three per cent of the ethnic groups were not aware of publicity regarding the Salt Lake Public Library. Only 12 per cent of the families with children had participated in the library story-hour; the most frequent reason for non-attendance being that they did not know about it. The most preferred day and time for story-hour was Tuesday afternoon. There were only three families who had had any experience with the summer reading program in the previous year.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Vital to the success of the study was the establishment of an accurate portrait of the Central City residents of Salt Lake City by means of an area survey. The specific goal of the study was to elicit basic demographic data about the residents' reading patterns and library-use habits. The writers theorized that a sampling of every eleventh household would be adequate to establish a credible microcosm. The information was gathered on six separate days beginning September 3, 1971, and ending September 14, 1971. The boundaries of the survey area were State Street and Seventh East, Fifth South and Ninth South. The sample was canvassed in one of two ways: (1) a team consisting of two students, or (2) a student and daughter combination. The initial contact consisted of greeting the resident, answering any questions which were asked to the extent that the person's curiosity was satisfied, giving instructions on filling out the questionnaire, and informing the respondent that the form would be picked up within the hour. This immediate retrieval of completed questionnaires provided a return of 98 per cent.

In evaluating the relationship between any community and its library, the first thing which one must do is define the publics. Research pinpoints publics; each public must have special study and unique treatment. The sociological characteristics of the residents of the Central City section of Salt Lake City must be accurately perceived and carefully considered before conclusions can be drawn and meaningful recommendations can be set forth. The more carefully the various publics are defined, the more ways of reaching and influencing them will be discovered. The results of this survey could be beneficial in determining mutuality of interests which can serve as bridges to carry persuasive communication from the library to the community. Statistical analysis can be disappointing—the greater the number of variables, the greater the chance for error. Therefore, generalizations drawn from comparisons herein of multiple factors are suspect and risk invalidity. Generalizations are always fraught with risk; yet, in spite of hazards, some broad judgments can be advanced herein.

Conclusions

There were two female respondents to each male respondent involved in this survey. One-fourth of the Central City residents were under the age of twenty-one; however, the largest number of persons were in their economically productive years--between the ages of twenty and sixty. Sixty per cent of the respondents were white; 40 per cent consisted of minority groups, primarily black and Mexicano. The educational level of the Central City residents was low—only 28 per cent had obtained training beyond high school. Fifty-one per cent of the respondents had used library facilities one or more times during the previous twelve months. There was a remarkable number of black persons who used the library, 82 per cent; this tends to bear out Berelson's 1949 thesis wherein he states that " . . . it seems reasonable to assert that where library service is provided to Negroes of moderate or high education, they will make as full a use of the public library as their white counterparts."[1] It was interesting that

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[1] Bernard Berelson, The Library's Public, p. 59.

75 per cent of the Mexicanos had used the library and yet only 28 per cent possessed library cards.

Library use among the respondents diminished with age. This was found to be consistent with a study conducted by Kaplan, Berelson, Link and Hopf, Field and Peacock, and the Survey Research Center (SRC), which was reported by Berelson, to the effect that library usage decreased as age increased. It was evident, from the above study, that library users were found primarily among the young and that library usage decreased as the age of patrons increased. They suggest that this decline may be "due to a number of reasons, including physical disabilities, depleted energy, or a desire to avoid new experience."[1]

It was found that the residents in Central City used the Salt Lake Public Library at Fifth South. This seems to demonstrate that people will use the library closest to their home or work. As reported by Berelson, "the shorter the distance to the library, the greater the library usage by greater number of people."[2]

Central City males read more than the females. In addition to this finding, it was discovered that men possessed a greater number of library cards, that more men used the library, and that they did so more frequently than the women. This trend is opposite of the findings set forth by Heath and Johnson in which they found that women were by far the more frequent users of libraries.[3] The most popular form of reading material was the newspaper; magazines were second choice. Hardcover books and paperback books were almost equal in popularity. The categories of reading material preferred were too broad to furnish much insight into specific preferences. The results implied that adventure was the subject most enjoyed. Persons in Central City read for enjoyment; this was the principal motivating factor for reading. The majority of respondents would rather purchase their reading materials than go to a library. Perhaps factors influencing this trend are the time involved in visiting the library and the desire to have the books close at hand for reference and enjoyment.

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[1] Ibid., p. 57.

[2] Ibid., p. 60.

[3] Heath and Johnson, "A Survey and Analysis of the Rose Park Branch of the Salt Lake Public Library," p. 76.

The more education a person had, regardless of all other variables, the more he was stimulated to read. In the opinion of the writers, because education increases interest and understanding of surroundings and environment, it appears to be the most important factor in reading habits and use of the library. This concurs with Berelson's findings: "A reason attributable to more reading as education increases may be due to better reading habits of the more highly educated. Those with more formal education have had more reading training plus motivation to use the library as a source of information."[1]

The dominant language read and spoken by the Central City respondents was English; however, there was an impressive number of respondents who read Spanish. Perhaps this would indicate that a demand does exist for availability of non-English books, newspapers, magazines and other forms of printed materials.

Publicity regarding present programs at the Salt Lake Public Library is not being directed toward Central City residents, specifically the black community. Only 7 per cent of the black community had read, heard or seen any form of promotional propaganda regarding the Salt Lake Public Library.

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[1] Bernard Berelson, The Library's Public, p. 60.

"A public relations effort will increase in effectiveness in proportion to the specificity with which it is directed to a group."[1]

All of the foregoing are general conclusions; they must be considered in depth to be meaningful in future planning. Clarence J. Hicks, pioneer in industrial relations, once said: "It is characteristic of a profession that recommendations are of value in proportion as they are intelligently based upon a thorough diagnosis of the individual case or problem."[2] The need is to define the publics. In this study, conditions and problems existing in the Central City area were discovered. The writers have endeavored to define what the publics of Central City are--their ages, educational levels, occupations, and so forth. As research progressed, the writers discovered both weak areas and strong areas in Salt Lake City Public Library. For weak areas, the writers believe the following recommendations are worthy of consideration.

Recommendations

A demand apparently exists for the availability of non-English books, newspapers and magazines. Additions to the language collection could be an area of potential expansion in order to generate increased visits by the minority groups. The largest minority group--the Mexicanos--preferred books in paperback form and hardcover books equally. Perhaps paperback books in Spanish could be purchased; this could be done at a minimum cost and would be an incentive for the Spanish-reading community to frequent the library.

Interest in the library can be encouraged in the community by sponsoring events and programs at the library itself. Such events might take the form of book discussion groups, "cultural days", Renaissance Fairs, art shows, book collection contests. Such events would not only stimulate interest among the publics and introduce them to the facilities of the library, but would also give the idea that a library is a learning institution and not merely a depository of books. The library and the school are the principal educational institutions of our society; therefore, it would seem beneficial for the library to develop some programs which could be promoted by and through the schools of the community.

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[1] Scott M. Cutlip and Allen H. Center, Effective Public Relations (New Jersey: Prentice-Hall, Inc., 1964), p. 113.

[2] Ibid.

It is suggested by the writers that further research be done in the area of the children's services of the library. Story-hour was poorly attended by Central City respondents' children because few parents were aware that there was such a program. The library needs to find ways to involve parents in this program. Perhaps this could be accomplished by holding a story-telling workshop to teach techniques of story-telling to the parents, and involving interested parents in the actual story-telling experience. Participation will increase to the extent that the parents realize a personal value for themselves and family members from the effort. Once the initial contact with the child is made, the responsibility is again placed on the library to ensure repeated visits of the children. Recurrent pleasant experiences in the library setting will reinforce programs that have been designed to entertain and enlighten, and it is hoped that habits formed in the impressionable early years will be those followed throughout life. It appears that if a story-hour were held on Tuesday afternoon (possibly in addition to the present Saturday story-hour) and widely publicized that there would be an increased participation of children in the Central City area.

As 93 per cent of the ethnic groups were not aware of publicity regarding the library, it would indicate that the public relations program has weaknesses. A need exists for dissemination of public relations information over a broader continuum of communication mediums. Favorable impressions can be generated in the public's mind only with creative, direct and repeated publicity. Additional studies are needed to discover the most effective channels of communication between the library and its publics. The purpose of public relations programs, in the opinion of the writers, is to increase the number and frequency of visits to the library. The more often people visit the library the more important it will become in their lives and the better its services will become when the community has a voice in library programs. The best library system, of course, attempts to make all services cooperative, rather than competitive, fitting into the existing complex of institutional service within the community.

As in all forms of research, the results obtained are not an end in themselves, but the groundwork for future studies. Major policy changes cannot be made on the basis of one study but upon knowledge gained from the composite results of numerous studies which set forth consistent and supportive conclusions. The writers suggest that more in-depth studies of the Central City area be done to validate and reinforce this work. This would provide a comprehensive, more complete picture of the Central City area of Salt Lake City and the reading habits and library-use patterns of its residents.

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APPENDIX A

We seek to improve service to the patrons of the Salt Lake Public Library. We ask for a few minutes of your time in answering the following questions. Please check ( ) appropriate answers. Thank you.

1. Sex

____Male
____Female

2. Age

____Below 21
____21-25
____26-30
____31-40
____41-50
____51-60
____Over 60

3. Marital status

____single
____married
____widowed
____divorced
____separated

4. Please check highest school year completed

____8th grade or less
____9th grade
____10th grade
____11th grade
____12th grade
Schooling beyond high school
____1 ____2 ____3 ____4 or more years

5. Please specify type of work done by head of household.

____

5-5 Number of children between the following ages:

____0-5 years
____6-12 years
____13-18 years

6. How often do you read the newspaper?

____never read
____seldom read
____regularly read

7. How often do you read magazines?

____never read
____seldom read
____regularly read

8. How often do you read comic books?

____never read
____seldom read
____regularly read

9. How often do you read hardcover books?

____never read
____seldom read
____regularly read

10. How often do you read paperback books?

____never read
____seldom read
____regularly read

11. Please check the types of reading you personally enjoy.

____11) adventure, detective, mysteries, romance, western and other fiction
____12) biography, history and travel
____13) civil rights and current issues
____14) home interests (for example, gardening, cooking, health, etc.)
____15) plays, poetry
____16) religion, philosophy, family life
____17) sports, fishing-hunting, hobbies

18. Please check your reasons for reading.

____18) self-education
____19) occupational advancement and improvement
____20) keeping up with civil rights and current issues
____21) recreation and enjoyment
____22) religious education
____23) other, please specify________________________________

24. What magazines do you read regularly?

____24) Readers' Digest (Selecciones)
____25) Newsweek or Time
____26) Life
____27) Ebony
____28) Better Homes and Gardens, Sunset, House Beautiful, etc.
____29) Sepia
____30) other, please specify________________________

31. How many different magazines do you subscribe to or buy regularly?

____none
____one
____two
____three
____four or more

32. How many books have you read since January, 1971?

____none
____two
____three
____four or more

33. How many of these books were paperback?

____none
____one
____two
____three
____four or more

34. Where do you obtain your reading material? (Check as many as apply)

____34) purchase
____35) borrow from friends
____36) Library
____37) other, please specify________________________

38. If you do not use the library, please check reasons which apply.

____38) Have no need to use library materials.
____39) I buy or already own the books I need to use.
____40) It is hard to get to the Public Library.
____41) The library is not open when I need to use it.
____42) The public library does not have what I need. (Please specify)
____

43. Please check the libraries you have used in the last year.

____43) none
____44) Salt Lake Public Library (209 E 5th S)
____45) Chapman Branch Library (577 S 8th W)
____46) Rose Park Branch Library (1185 W 9th N)
____47) Sprague Branch Library (2131 S 11th E)
____48) other, please specify____________________

49. Do you have a Salt Lake Public Library card?

____49) yes, in my own name
____50) no, but my husband (wife) does
____51) no, neither of us has one

52. Please check number of times your family used the library within the last twelve months.

____none
____1-3 times
____4-7 times
____8 or more times

53. Do your children ever attend story hour at the public library?

____yes
____no

54. If you answered "no" please check reasons.

____54) do not know when story hour is held
____55) time not convenient
____56) did not know library had a story hour
____57) story hour day not convenient
____58) no way for children to get to library

58-1 Check day or days most convenient for your children to attend story hour.

____58-1) Sunday
____58-2) Monday
____58-3) Tuesday
____58-4) Wednesday
____58-5) Thursday
____58-6) Friday
____58-7) Saturday

59-1 Please check times of day most convenient.

____59-1) morning
____59-2) afternoon
____59-3) evening

59. If you have pre-school children (0-5 years), do you check out and take home books to read to them?

____yes
____no
____have no pre-school children

60. If you have children who attend school, did they participate in the library summer reading program this year?

____yes
____no
____have no school age children
____did not know about summer reading program

61. Please check the following library services you have used.

____61) books
____62) magazines
____63) newspapers
____64) music recitals, movies, lectures, talks, group library tours
____65) framed art prints, and slides
____66) tapes and records
____67) information

68. From which of the following sources have you read or heard about the library within the last year?

____68) have not
____69) newspapers, radio, television
____70) other, please specify ______________________________

If you are interested in receiving a monthly list of the free programs to be held at the library, please print your name and address below.

____

If you have problems using the library, how may we be of more service to you?

____
____

71. Which of the following non-English languages do you read?

____71) German
____72) French
____73) Spanish
____74) other, please specify ______________

75. About how many non-English language books do you read in a year?

____none
____one
____two
____three
____four or more

76. Where do you obtain your non-English language material?

____76) Salt Lake Public Library, branch library, or bookmobile
____77) purchase
____78) from friends
____79) other, please specify______________________________

80. Race

____80-1) White
____80-2) Mexicano
____80-3) Black
____80-4) Other, please specify______________________________

Thank you for your assistance!

ED 304

APPENDIX B

KE CITY
VETERANS HOSPITAL
STATE CAPITOL
PIONEER PARK
JORDAN PARK
SALT LAKE CITY, OGDEN AREA
Metropolitan Map Series
Davis Co. Utah
Salt Lake Co. Utah
MAP SHEET
14

~~9-3-69~~
5-13-70

APPENDIX C

SURVEY SCHEDULE

DATE	TIME	NUMBER OF SURVEYORS	HOURS
Friday, September 3, 1971	11:00 A.M. - 4:00 P.M.	1	5
Tuesday, September 7, 1971	8:00 A.M. -12:30 P.M.	2	9
	1:30 P.M. - 5:00 P.M.	2	7
Wednesday, September 8, 1971	9:00 A.M. -12:30 P.M.	2	7
	1:30 P.M. - 5:00 P.M.	2	7
Thursday, September 9, 1971	9:00 A.M. -12:00 Noon	2	6
Monday, September 13, 1971	8:00 A.M. - 9:30 P.M.	2	27
Tuesday, September 14, 1971	8:00 A.M. -12:30 P.M.	2	9
	1:30 P.M. - 5:00 P.M.	2	7
		Total	84 Hours

APPENDIX D

PERSONS DESIRING TO BE PLACED ON LIBRARY MAILING LIST

NAME	ADDRESS
AOYAMA, Linda	567 Hamilton Ct.
ARCHULETTA, Mary	668 South 4th East
ARNOLD, Frances	538 South 4th East
BELL, Mrs. Billio	211 East 7th South
BOECKMANN, Michael	753 South 4th East
BOOTH, Jeffrey R.	816 Blair Street
BORCHARDT, Margery	868 South 5th East
BURNINGHAM, Wallace	767 South 2nd East
CHRISTENSEN, Mildred	257 East 7th South #1
CORBETT, Mrs. James	833 Roberta Street
COX, Fairy	438 East 8th South
CROOKSTON, Lorin T.	844 South 2nd East
CRUMP, Ted	75 South 2nd East
CRUZ, JoDeane	761 Roberta Street
DARIW, William	519 South 3rd East
DEKKER, Richard	714 La Conio Ct.
DELGADO, Mary	205 East 8th South #1
DYE, Nona	836 South 5th East #2
ELLISON, Robert	369 East 6th South
ERNST, Grace	338 Stanton Avenue
ESPINOSA, Judy	568 Hamilton Court

NAME	ADDRESS
ESTA, Donald	308 East 8th South
FAGGIOLI, David	411 East 9th South
FLINT, Joe	855 Blair Street
FRYER, Vada	720 Laconio Ct.
GARCIA, A. R.	323½ Stanton Avenue
GOINS, J. C.	161 East 8th South
GONZALES, Stella	563 East 8th South
GRAUEN, Agnes	755 Roberta Street
GUEVARA, Melba W.	658 Roberta Street
HAMEL, Jean	678 South 3rd East
HARTBAUER, Charles	353 Stanton Avenue
HOLT, Alberta	303 East 6th South #4
HOOD, Helen	653 South 2nd East
ISAKSON, Kenneth L.	254 East 7th South
Jennies, Elnora	446 East 7th South
JOHNSON, Cloe E.	722 South 2nd East
JONES, Calvin	551 McAllister Ct.
KENNEDY, Sherri	836 South 5th East #5
LEE, Harold	550 South 3rd East #3
LEE, Nathaniel	847 South 2nd East
LEGGMAN, Beverly	469 East 9th South
LEGGREAN, Mrs. Jerry	647 South 2nd East
LEWIS, Lola	341 Beldon Pl.
LIEFTING, P. Nell and C.	260 East 7th South
LINDSETH, Andrea	555 McAllister Ct.
LINNELL, Mary Ann	838 Roberta Street #F

NAME	ADDRESS
LONG, L. S.	232 Colfax
LOPEZ, Mrs. Fred	265 East 8th South
LOUCKS, Dorothy	376 East 5th South
McRAE, Marie	452 East 5th South
MARSHALL, Mrs. L.	422 Cottage Avenue
MAYBERRY, Delma	847 South 4th East
MICHELL, Helen M.	731 South 2nd East
MIYA, Peggy	157 East 8th South
MONTOYA, Lourdes	275 East 700 South
MOORE, Helen May	850 South 2nd East
MORRIS, Kenneth	420 Sego Avenue
NILSEN, Hans	767 Roberta Street
OLSON, Chad R.	439 East 8th South
OLSON, E. N.	307 East 9th South
PACE, Karel	363 East 6th South
PETERSON, Maxine	128 East 8th South
PRICE, Edith	724 Gudgell Ct.
RAMIREZ, Elsie	779 South 4th East
RAWEY, Jerry	341 East 6th South #2
Resident	859 South 3rd East
RINGELESTEYN, G. Van	839 South 3rd East
RODABAUGH, Marilyn	355 East 9th South
SCHERZINGER, N. J.	749 Roberta Street
SMITH, James R.	837 South 4th East #7 2-C
SMITH, Lynda	259 East 7th South
STANFORD, Jack	827 Blair Street

NAME	ADDRESS
STIVERS, Charolet M.	223 East 7th South
TALOR, Angela	561 East 9th South
THOMPSON, Howard P.	837 South 4th East #4c
THOMPSON, Violet	155 East 9th South
VAN HORN, Edward	443 Debs Place
VIGIL, Erlinda	870 South 4th East
WARNICK, Martha	620 South 3rd East
WILSON, George	522 South 4th East
WISSLER, A. J.	334 Beldon Pl.
YARBER, Kiven	1238 West 3rd South
YEAMANS, E. E.	215 East 6th South #2
ZARBOOK, J.	834 Edison Street

APPENDIX E

SUGGESTIONS AND COMMENTS BY RESPONDENTS[1]

"Longer hours--open on Sunday."

"Prompt notification when books are overdue."

"Smaller fines."

"Don't know what is available or how to start--help needed in finding books."

"Create more interest in using the library."

"Would like more books on Women's Liberation by women."

"Notify the Director of the Central City Community of your program and ask him when the children can attend."

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[1] Space was provided on the questionnaire for suggestions for improvements in library service. Appendix E are the responses.

APPENDIX F

ABSTRACT

The purpose of this study was to survey and analyze two census tracts of Salt Lake City proper, a residential area frequently referred to as Central City. The study was commissioned by Richard J. Rademacher, Director, Salt Lake City Public Library. A questionnaire was formulated through an analysis of other surveys at the conclusion of an extensive literature search. The questionnaires were randomly distributed to 250 residents of Central City. Of the total questionnaires distributed, 243 were retrieved, giving a total response of 98 per cent. The data were analyzed in several ways--cumulative comparisons, internal comparisons and national and local comparisons of similar surveys. Conclusions were made concerning social factors, reading patterns, and library use.

Constructive suggestions were made which could be used as guide lines in future planning activities for the Central City area. Areas for further studies are suggested in order to give this survey more depth and meaning. Additional research is necessary in order to develop effective means of increasing public awareness and appreciation of the benefits to be obtained through the use of the library.